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LAKE FOREST ACADEMY



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AN OPEN LETTER FROM THE HEADMASTER TO PROSPECTIVE PATRONS

WE ESPECIALLY REQUEST THAT NO ONE
WHO IS INTERESTED IN LAKE FOREST
ACADEMY WILL FAIL TO GIVE CAREFUL
CONSIDERATION TO THIS LETTER



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An Open Letter from the Headmaster to Prospective Patrons

LAKE FOREST ACADEMY is so different from the prevailing type of school in the Middle West that the Headmaster feels it necessary in the interest of fairness, both to prospective patrons and to the school, to accompany the catalogue with a straight talk, personal in its nature, regarding the spirit, aim, and policy of the institution.

The School is preparatory for college; it is not a military institution. During the time that we were at war, we instituted military drill. After the armistice was signed and it was evident that the War was over, we sent a questionnaire to our patrons to determine their wishes as to continuing the military work. Two-thirds of them were against it, only twelve per cent in favor of it and the remainder were neutral or preferred to leave it to our judgment. The results of this questionnaire are quite significant as to the attitude of a great majority of normal, representative American parents toward militarism when not needed for purposes of war and where not needed as a disciplinary necessity in curbing unruly boys. In view of these facts, the military work was discontinued. We do, however, maintain a very thorough and scientific system of physical training which is of great value and help to the growing boy.

Six hundred former Lake Forest Academy students were in service and one-half of our old boys in the Army were commissioned officers. This is a large number in service for the size of the School, and a remarkable percentage of officers. The fact that they had not been in a military school seems not to have made them deficient in force of character, initiative, manhood, power of leadership, loyalty, patriotism, self-sacrifice or any other quality which is necessary for an officer or a good soldier of any rank. In fact, many people believe in view of the experience of our country in war, that an institution such as this

develops those very qualities to the highest degree. We are proud of what our old Lake Forest boys have accomplished. We know that they will do their part in the great work of reconstruction which devolves upon them as American citizens.

Our work is primarily that of fitting boys for college in scholarship and character. The school system is not designed for the kind of boy who *needs* the rigorous, almost penal discipline of the military school. We frankly tell some parents that the military school is better fitted to handle their sons. We do not mean to say that all boys in military schools are undesirable. We know that good boys are sent there, which has been more especially true during the war period. We, however, do not believe that such an environment and system of living produce the best results with such boys. We distinctly do not want incorrigible "problem" boys or boys who are vicious at heart. We want boys who have a commendable spirit of manliness, honor, and self-respect; boys who have mental capacity to make satisfactory progress in their studies according to the standards of Lake Forest. This School appeals to such boys—they almost invariably respond to square manly treatment as gentlemen; to the honor system in certain fundamental and vital things; to the feeling that the members of the Faculty are their real friends and want to help them.

For the type of boy with which we wish to deal our methods and training are the most successful. We believe that earnest, serious and thorough work in educational lines is more necessary than ever before. Good citizenship and Americanism demand in these times to the highest attainable degree, an alert, thoroughly trained, sound mind in a sound body.

Our training in methods of study, the individual attention given our boys, our scholarship system, and the traditional spirit of work in the Academy are such that boys do much better here scholastically and otherwise, if they are fundamentally sound at heart and have average mental capacity, than in public school. A strong faculty of men, supervised study halls day and evening, small classes, lack of outside distractions, and general friendly guidance and control outside regular school hours, give a boarding school such as this an immense advantage over public high schools. The school is not so large but that each master can and does know each boy

intimately. The friendly spirit of co-operation and mutual helpfulness prevailing at Lake Forest between masters and boys is most exceptional.

The average boy also responds wonderfully to his association with other boys who are clean in thought and speech. Discriminating parents always want to know with what kind of boys their son is going to associate in a school. The character of the boys who are retained in a school is one of the most powerful of all factors in determining whether that school is worthy to undertake in large part the moulding of a boy's life during his preparatory school days, when his character more than at any other time is taking its permanent set for good or ill. *Too much emphasis cannot be laid on this element, which is basic in a school's influence.*

Normal American boys resent the Continental idea of *constant petty* espionage, a suspicious and antagonistic system which implies that they are persistently and inherently intent upon wrongdoing. The whole tendency of the best modern education, which is sympathetic and helpful in its nature, is away from this idea. It is the policy of this school to regard a boy who is admitted to it as an honorable gentleman until he proves himself otherwise, and then he is dismissed.

Boys are placed on their word of honor in certain fundamental and vital things. All applicants who are admitted to the school give their word of honor as gentlemen not to use tobacco during term time, while under the school rules and regulations, and not to go without permission from the school authorities, outside a strip of territory approximately five miles wide and eight miles long. Parents may rest assured that, if their sons enter the Academy and remain, these promises will be kept. Lake Forest Academy is one of four or five schools in the United States where the "tobacco problem" has been solved. The finest feature of such an honor system is that the boys themselves maintain it.

That school which does not have the confidence and support of its boys cannot by any set of rules and punishments, however arbitrary and prison-like they may be, succeed in holding boys within the bounds it sets for them. Where boys regard the breaking of rules as a game, which it is all right to play if they don't get caught, there the game will always go

on. It is one thing to force unwilling "surface" obedience from a boy under threat of punishment when he is under the immediate surveillance of one in authority, and an entirely different matter so to influence his life that he will by his own choice comport himself with decency and continence when the immediate supervision of the school authorities is not present or when, later, he is living in the freedom of college life.

A very great factor in fostering good school spirit, helpful co-operation and clean living is the Student Council Organization. It is composed of representative boys of the School. We believe in boys' accepting responsibility as far as possible in such matters. The Student Council takes the lead among the boys in these vital inner phases of school life.

Now it must not be inferred that boys are allowed to do as they please in this school. Far from that. We are proud of our discipline, but the methods by which it is made effective are quite different from the means commonly employed in the essentially military schools. The best schools of the country have for a long time treated their boys as honorable gentlemen, entrusting them with responsibility in certain matters, and on this basis their success has been splendid.

But little can be learned about the real life among the boys in a school from the dress parade features. One patron expressed it aptly when he said: "You cannot judge by the front porch of a school. The better plan is to go around to the back porch. There is where you can learn of the real conditions in the school-boy's life." He meant that it is necessary to know *what the boys do and say when not under the eye of a master; what kind of boys are in the school; what is the feeling toward the gentleman's word of honor; what is the attitude toward religious life; what the boys will do to deter one of their number should he tend to go astray; what is the standard of scholarship which they must meet; how many go to college and what are their records in college; how the boys feel toward the school while they are in it and after they leave it; what kind of men compose the faculty; whether a system of "black marks" is employed; what is the real condition with reference to clean athletics; in what kind of a community the school is located; what are the general health*

conditions; what scientific work is done to promote health and body-building; what about the use of tobacco in the school; what kind of food is served; what is the degree of contentment among the boys.

The foregoing are the factors below the surface which really determine the value of a school in a boy's life. Most of these things may be summed up in the phrase "spirit of the school," and the "spirit of the school" far surpasses in importance all other things. That school in which healthy, normal boys are sour and discontented; in which the system and spirit are such that they feel they are merely waiting to escape from it so they can "cut loose"; in which they seize every opportunity "to put something over on the Faculty," as they express it—that school is a failure, for there co-operation and mutual helpfulness are wanting.

We do not claim that Lake Forest Academy always has ideal conditions in every respect, for the perfect school does not exist, but we do know that ideal conditions can be more nearly attained under our system than under any other, with our kind of boys.

Most of the factors which combine to make the spirit of the place are so intangible that it is very difficult to depict them in a catalogue. Therefore the catalogue is not an entirely satisfactory source of information concerning many of the important things about a school. Not only is the prospective patron handicapped in this regard, but what is more unfortunate, the information that can be given about the more concrete things is not always dependable. It is an easy matter to "doctor" or to "pad" a school catalogue. The largest, most handsomely bound, and most profusely illustrated catalogue does not by any means signify the best school.

Lake Forest Academy is not attempting to have its catalogue compete with the catalogues of other schools in ostentation. That is not real competition in the eyes of discriminating patrons. Good buildings and modern equipment are very necessary, to be sure, in the maintenance of a high-class school, but many other things are absolutely essential; fine buildings alone do not mean a fine school. We are attempting in the school catalogue to be conservative in our statement concerning

the plant and equipment; to be honest in what we say with reference to the spirit of the school and the purposes which it aims to accomplish.

The work of Lake Forest Academy is that of fitting boys for college, in scholarship, conduct, character, the power of initiative and helpful leadership. A very definite standard of scholarship is required of the boys at Lake Forest Academy. The school is not a "country club" for boys who are mentally incapable of doing satisfactory work, or for boys who are expected to do little more than live in safe and agreeable surroundings for a few years without accomplishing real and definite results in their studies. The quality of work required in the various subjects is such as to fit boys to enter college either by certificate or examination, and make good there. Those boys who plan to enter Yale, Harvard, Princeton or Massachusetts Institute of Technology have their courses of study planned with great care in conformance with the examinations they must take, so that by passing their college entrance examinations in subjects which they have had in the Academy they may enter without any conditions and excellently prepared. A Lake Forest Academy graduate will be admitted on certificate to *any* institution that admits students without entrance examinations. This School is a member not only of the North Central Academic Association but also of the North Central Association of Colleges and Secondary Schools. The work is shaped with the definite idea of College preparation in view, and able men of experience, graduates of the leading universities, compose the faculty.

The fact that a student is given a certificate by his school, upon graduation, which entitles him to entrance to many colleges, often, unfortunately, does not signify that he is prepared to go to college. One of the Middle Western state universities annually drops out of college about one thousand students. It is the testimony of the officials of that institution that in nine-tenths of the failures the cause is directly traceable, in large part, to poor preparation. A like condition prevails at other institutions. Most of these students, though not all, come from high schools. The high school teachers are not to be censured too severely. It makes college preparation a very difficult thing where only a small percentage of the students are going

to college and these are in classes with the great majority who go no further than high school; where the classes are large; where the teachers are too few and burdened with too heavy teaching schedules; where outside distractions and interruptions are many and it is difficult to secure good work even during the regular school hours, aside from the fact that there is no control over students outside school hours. Further, it is certain that boys of high school age do better where all the teachers are men. We are not attempting to discredit the high schools, for they are a great and indispensable public institution. Parents should think of these facts, however. No school, whether public or private, can contend successfully against even a part of these handicaps, in attempting to prepare thoroughly to meet the necessary standard required by the good universities and colleges. Many times these students think they are well prepared because they have made good marks in school; they really have no accurate standard by which they can judge themselves. It is appalling to any one to think of the thousands of students who each year have their laudable ambitions for a college education thwarted by poor preparation, for in many instances their being dropped from college means the end of their collegiate work.

It is the policy of this school to pay salaries adequate to secure and retain in the Faculty the best men available and to have the number of masters sufficient to make small classes possible. Prospective patrons who are not familiar with conditions prevailing in some schools may not investigate the ratio existing between the number of men who are actually engaged in teaching and the number of boys enrolled in the school. Sometimes it is difficult to determine just what men listed under "Faculty" or "Academic Staff" are regular teachers or are devoting their full time to the school work. Sometimes men are listed as members of the academic staff, who may or may not live in the school, who do but little or no academic teaching. In our judgment it would prevent confusion in the minds of prospective patrons if such persons were not listed as members of the academic staff. We would suggest that patrons desiring to arrive at the truth in such matters eliminate from the academic teaching staff ministers who come into the school to conduct religious services, physicians,

librarians, nurses, stewards, cashiers, matrons, aides, quarter-masters, proctors, stenographers, special music and dancing instructors, commissary officers and others who are really not teachers. It is our practice to have a teaching master for every ten boys, which is an excellent ratio for effective work.

It is our fixed purpose to provide a high-class preparatory school in the Middle West affording as good educational opportunities and advantages as can be found anywhere. Discriminating parents need not feel that it is still necessary to send their boys east to the preparatory schools in order to secure the best possible foundation for college work. One patron expressed the attitude of mind of a large number of parents when he said: "I am delighted to discover at last that it is not necessary to send my boy two thousand miles from home for four years in order to have him prepared to go through college successfully."

We foster all sane and normal athletics, believing that under proper guidance they constitute a very important phase in school-boy life. The athletic coaches are gentlemen and the boys are taught to play the game for the game's sake. Crooked athletics and "ringers" are not tolerated in Lake Forest Academy. In addition to the work done in preparing the various athletic teams, particular and scientific attention is given the other boys in the school with a view to health and body building. All boys who are physically able must take systematic daily exercise. It is by no means sufficient that a school shall merely turn out winning athletic teams.

The democracy prevailing in the school is of the most satisfactory type. We have a certain number of carefully chosen worthy poor boys who are working their way through school. Approximately one boy in twelve is granted a free scholarship. A large number of our boys come from the better well-to-do families, while a considerable percentage come from families of wealth. All boys meet on an equality in the school. We firmly believe that it is a good thing for boys with different outlooks upon life to mingle in the atmosphere of a boarding school. A boy is recognized for what he is. His success in the various school activities depends upon his own individual efforts. Supercilious snobbishness finds no place in the school. It is thoroughly understood,

however, that crude manners, loudness, boorishness, and disregard of the polite usages of good society are not signs of true democracy. They are the signs of the lack of good breeding or of inexcusable thoughtlessness.

The business policy in dealing with patrons is on the fair and square basis. We do not advertise a low rate of tuition and then make up for it by charging for a great many extras. Patrons who believe that a given school is cheap because it advertises a low rate should carefully investigate this matter of extra charges, or they may be disagreeably surprised at the yearly total. A school of the first rank cannot be maintained cheaply. The best men for masters, an ample supply of good food properly prepared and served, adequate heat and light, proper care and maintenance of the school plant—all these are expensive. Lake Forest Academy is an endowed institution, and is not operated for a profit. The patron may feel assured that all he pays in to the institution, and much more, is expended in providing the best educational facilities for his son.

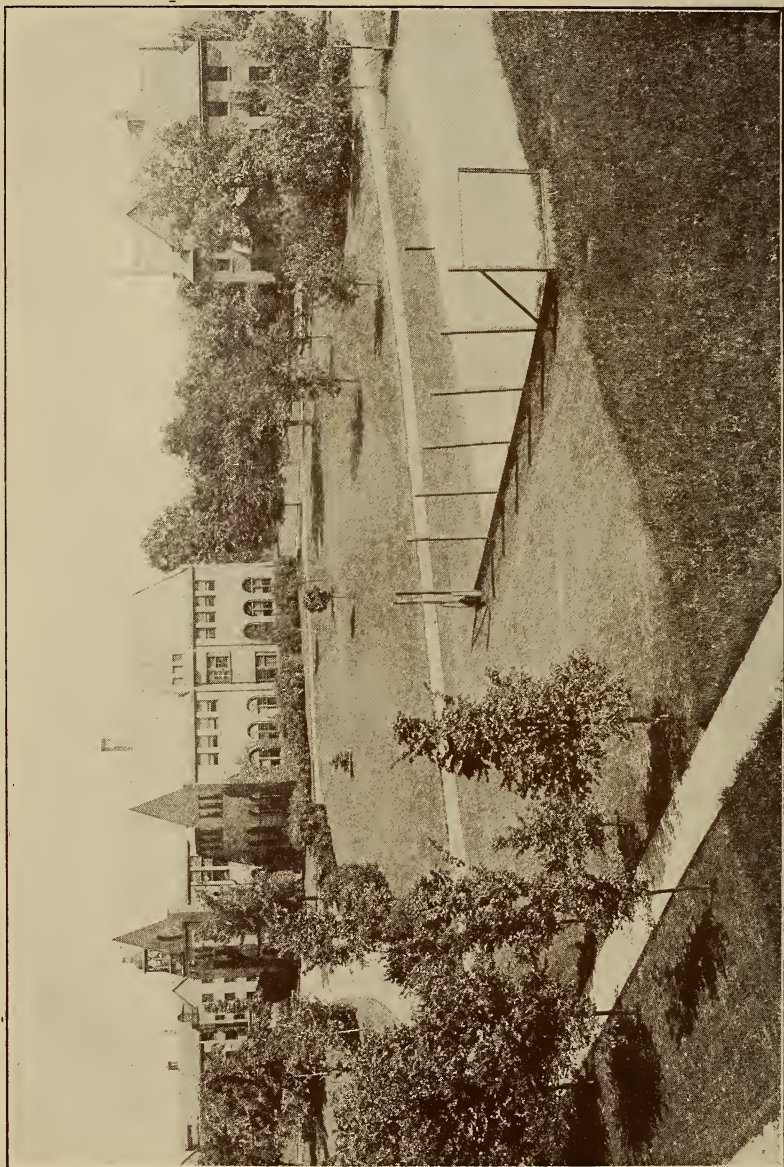
The parent, in deciding upon a school, should not only examine the catalogue carefully, but also, if opportunity offers, should make inquiry of students and patrons. But the most satisfactory way for all parties concerned is to pay the school a personal visit if it is at all possible. We are delighted to receive visitors at all times. Every day is visitors' day. The recitation rooms, the dormitories, the dining-room and kitchen—all parts of the school plant and organization are open for investigation at any time, and we hope to have the pleasure of a visit from any one who is interested in Lake Forest Academy.

Investigation should be made as early as possible, not only to secure complete information about the Academy, but also to insure consideration for the application. The number of vacancies in the school is necessarily limited, and applications are considered in the order in which they are received.

JOHN WAYNE RICHARDS,
Headmaster.

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DEC 29 1920



Northwest Corner of the Campus

Lake Forest Academy

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COLLEGES AND SECONDARY
SCHOOLS

Lake Forest, Illinois

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TRUSTEES

CLAYTON MARK, President	B. M. LINNELL, M. D.
ALBERT B. DICK, Vice-President	The REV. JAMES G. K. McCLURE, D. D.
JOHN V. FARWELL, Treasurer	GEO. A. MCKINLOCK
JOHN H. S. LEE, Secretary	CHARLES B. MOORE
ALFRED L. BAKER	ERNEST PALMER
SIDNEY A. BENEDICT	LOUIS F. SWIFT
AUGUSTUS A. CARPENTER	JAMES VILES
HOBART C. CHATFIELD-TAYLOR	The REV. ANDREW C. ZENOS, D.D.
STANLEY FIELD	

CHARLES E. LATIMER, Assistant Treasurer

ACADEMY COMMITTEE

ALFRED L. BAKER, Chairman	SIDNEY A. BENEDICT
JOHN V. FARWELL	ALBERT B. DICK
HOBART C. CHATFIELD-TAYLOR	

FACULTY

HEADMASTER

JOHN WAYNE RICHARDS, A. M. *Bible Study*
(Ohio Northern University, Yale University)

MASTERS

EDMUND JOSEPH RENDTORFF, M. S., E. E. *Physics and Chemistry*
SENIOR MASTER

(University of Wisconsin, Northwestern University)

JOHN DANIEL ROADS, A. B. *Mathematics*
(Ohio Wesleyan University, University of Chicago)

ARTHUR LEE EDGINGTON, A. M. *Latin*
(Harvard University)

*FERDINAND VAN DYKE BLAIR, A. B. *English*
(Harvard University)

FLOYD LUCIAN BROWN, A. B. *Physical Training and Mathematics*
(Miami University; Springfield Training School)

EDWIN HAMILTON KINNEY, S. B. *Science*
(Denison University)

JOHN WALTER BECKER, A. M. *Spanish and French*
(Sorbonne, Paris; University of Berlin)

FRANK WILLIAM BENNETT, A. B. *Latin*
(University of Chicago)

STANTON MADISON BABCOCK, A. B. *English and Public Speaking*
(University of Iowa)

ERNEST CARLYLE FREEMARK, Ph. B. *History*
(University of Chicago, University of Cambridge)

OWEN BENJAMIN GIBBON *Registrar*
(University of Wisconsin)

EDWARD LAWRENCE MILNE, M. S. *Mathematics*
(University of Illinois)

RICHARD PAUL KOEPKE, A. M. *French*
(Sorbonne, Paris; University of Berlin)

THEODORE HERBERT GOULD, A. B. *English*
(Harvard University)

* Absent on leave.

INSTRUCTORS

HENRY PURMORT EAMES.....	<i>Piano</i>
EDWARD J. FREUND.....	<i>Violin</i>
A. L. BOURNIQUE.....	<i>Dancing</i>
SALVATORE TOMASO.....	<i>Mandolin, Guitar, and Banjo</i>

EXECUTIVE STAFF

BURSAR

F. W. RICHMAN

SECRETARY TO THE HEADMASTER

MISS FRANCES STASKA, S. B.

CHIEF ENGINEER

JOHN HUHNKE

MATRON

MRS. CLARUS H. ROUSH

HOUSEKEEPER

MRS. WILLIAM PEPPER

VISITING PHYSICIANS

B. N. PARMENTER, M. D.

T. S. PROXMIRE, M. D.

RESIDENT NURSE

MISS ALMA CARLSON

SUPERINTENDENT OF BUILDINGS AND GROUNDS

WILLIAM PEPPER

ACADEMY CALENDAR

1919

June	13-14.	Commencement.
June	16-21.	College Board Entrance Examinations for boys going to Yale, Harvard, Princeton, Mass. Inst. of Tech., etc.

SCHOOL YEAR 1919-1920

1919

September	18.	Thursday (2 P. M.)	<i>Autumn Term Begins</i>
November	27.	Thursday . . .	Thanksgiving Day (Holiday)
December	18.	Thursday (noon)	Autumn term ends

Christmas vacation of three weeks.

1920

January	7.	Wednesday (7 P. M.)	<i>Winter Term Begins</i>
February	8.	Sunday	Day of Prayer
February	20-21.	Mid-Winter Festivities
March	19.	Friday (noon) .	Winter term ends

Spring vacation of eleven days.

March	30.	Tuesday (7 P. M.)	<i>Spring Term Begins</i>
June	18-19.	Commencement

SCHOOL YEAR 1920-1921

September	14.	Tuesday (2 P. M.)	<i>Autumn Term Begins</i>
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Durand House



Remsen House

Lake Forest Academy

LOCATION

LAKE FOREST ACADEMY is situated in the little town of Lake Forest, Illinois, thirty miles north of Chicago. The town is one of the most attractive of the many beautiful places along the western shore of Lake Michigan. In the natural beauty of the place, with its handsome country homes, and its winding, shaded roads and deep ravines, as well as in the quiet refinement and simplicity which pervade the social life, Lake Forest is decidedly suggestive of the best type of small New England town. It is a five-minute walk from the green campus of the Academy to the high bluffs and the sandy beach of the Lake. The town charter has always forbidden the existence of any saloons within its limits; the sense of civic righteousness and pride is exalted; it is an excellent place for the development of youthful citizenship.

The Academy is about one mile southeast from the Chicago and Northwestern and the Chicago and Milwaukee Electric stations in the town. The Academy buildings may be found easily among their open green lawns and big oak trees. The Academy is situated on the highest point in the neighborhood, itself one of the highest places along the lake, so that the air and sanitation are of the best. There is remarkably little sickness among the boys. Plenty of outdoor exercise on campus and athletic field, plenty of good air and clean living, keep them healthy and well. It would be hard to find a place better adapted for a school than Lake Forest, where masters and boys alike may easily keep in touch with the best things in the great city life of Chicago, and yet enjoy all the scholastic privileges of the quiet, beautiful, healthful country.

Any dangers which might be suggested by the fact that Chicago is an hour by rail from Lake Forest, are obviated by the honor system, maintained by the boys themselves, which absolutely prevents their going into the city without permission from the school authorities.

HISTORY

In 1855, the Rev. Dr. Robert W. Patterson, B. W. Raymond, T. B. Carter, C. H. Quinlan, D. R. Holt, Amzi Benedict, Harvey Curtis, Sylvester Lind, William Bross, C. B. Farwell, Mark Skinner, William Blair, S. L. Brown, J. C. Williams, and other prominent citizens of Chicago and the vicinity, conceived the idea of establishing an educational institution that would be near Chicago and yet always retain the great advantages of a rural situation. Accordingly, in February, 1856, they organized the "Lake Forest Association," and purchased 1300 acres of land along the shore of Lake Michigan, where now stands the town of Lake Forest. During the summer of the following year a charter was secured, and in 1858 Lake Forest Academy became a reality. A two-story wooden building was erected, and there four students, William Atteridge, John Johnson, Ellery Miller, and John C. Patterson, began work under the principalship of Samuel F. Miller. In 1879, this building burned and a new one was erected on what is now part of the college campus. In 1893, the Academy moved to its own campus, where the present houses and school building were erected. In 1906, the Academy gymnasium was opened, and within the last few years large additions to it and to the athletic fields have made the campus one of the best equipped and most extensive of any preparatory school in this part of the country.

During the sixty years of its existence, Lake Forest has welcomed many hundreds of students. These "old boys" to-day are filling positions of prominence all over the country, and are living examples of the "Lake Forest Spirit." In 1906, the Lake Forest Academy Alumni Association was formed, and since that time it has been a strong factor in the upbuilding of the institution.

PURPOSES

The aim of the Academy is to provide the best preparatory school education, fitting boys to enter the foremost colleges and scientific schools under the most favorable con-

ditions for instruction, study, and the proper training of character.

The school is not maintained as a profit-making institution, and is therefore free to throw all its resources into furthering the work for which it was designed. The actual cost per boy is considerably in excess of the annual charge. This is made possible by a large endowment income.

SCHOLARSHIP

Every encouragement and healthful incentive is given to faithful study and effort; the boy who persists in idling and in shirking his work will not find the atmosphere congenial. That Lake Forest has been successful in this line is evident from the very large proportion of her graduates who have done and are doing good work in such colleges and universities as Yale, Harvard, Princeton, Massachusetts Institute of Technology, Williams, Dartmouth, Amherst, Brown, Cornell, Wisconsin, Illinois, Chicago, Michigan, Minnesota, and Nebraska. College entrance examinations for Yale, Harvard, and Princeton, etc., are given at the Academy. Lake Forest Academy credits are accepted by all those colleges and universities that admit students from the best preparatory schools without examination.

Written tests are very frequent, and are an important factor in the estimate of the student's attainment and progress; therefore a pupil whose work in a subject is satisfactory is excused from the formal examination in that subject at the end of the fall and winter terms. All students are required to take the final examinations in June.

To secure the best results in recitation, the school limits the number in a class. The average is about twelve. This enables the masters to devote much individual attention to pupils.

Study hours are observed in the study-hall under the supervision of a master, in order that the pupils may acquire regular habits of study; but boys whose industry and faithfulness justify the privilege are allowed to study in their rooms

during the evening study hours. The study-hall list is revised every two weeks. The hours during which study is held may be ascertained from the list of "daily appointments" on page 18.

A pupil whose scholarship during a term falls below standard in eight or more hours per week is continued in his class only on probation and may be dropped or reclassified at any time at the discretion of the Faculty.

CLASS ADVISERS

In order that boys and masters may be as close together as possible in their mutual work, certain masters are appointed as class advisers. Each class adviser has a group of boys assigned to him, and it is his duty to map out the courses of study for his boys; to hold conferences with them regarding scholarship, conduct, etc.; to assist and advise in the various questions in their school life; to act as their representative in the faculty meetings.

REPORTS

In order that parents may keep in close touch with their sons' progress, official reports are sent every two weeks.

CHARACTER BUILDING

In developing what is undoubtedly most important in the adolescent boy, a strong and pure character, careful and kindly supervision is exercised, yet with such degree of liberty as may seem appropriate for the growing individual. The boy is taught to obey the best in himself. The relation between master and boy is close and friendly, the atmosphere wholesome. Each boy is treated according to the measure of his worth and spirit; no boy whose character is basically sound, and who really shows an earnest desire to do better, will be turned away from Lake Forest. If, unfortunately, an undesirable and incorrigible boy should be admitted, he will easily and quickly be discovered and will not be retained in the school.



Views on the Campus

RELIGIOUS LIFE

Prominent among the means employed in the development of the best in the boy is religion. The Academy was founded and is conducted under distinctly Christian auspices, and the truth is constantly emphasized that "the fear of God is the beginning of wisdom." The whole student body attends chapel each week-day morning, church on Sunday morning, and Vespers at five o'clock Sunday afternoon. Much thought is given to making these latter services suit the need of young men, and the messages brought to the student deal briefly and helpfully with the vital things of their lives. The greater number of these talks are given by the Headmaster. On Sunday evenings the classes meet for Bible study. Very frequently there is an outside speaker at the chapel exercises. The Rev. George Roberts, the Rev. J. H. Edwards, Dr. John S. Nollen, Dr. John Balcom Shaw, Dr. Joseph A. Vance, Dr. J. G. K. McClure, and the Rev. John Timothy Stone are among those who have brought religious messages at such times.

BUILDINGS AND GROUNDS

The house-dormitories in which the boys and the masters live are grouped in a semi-circle around Reid Hall. The buildings are lighted by electricity, heated from a central plant, and abundantly supplied with pure water by our own system from deep-driven artesian wells. To make assurance doubly sure the water is aerated and then filtered by the latest approved method. An analysis report from the State Board of Health states that it is of unusual excellence.

REID HALL, the gift of Mr. and Mrs. Simon J. Reid, of Lake Forest, contains recitation rooms, the chemistry and physics laboratories, the Study Hall, the Library, the Chapel, and the offices of the Headmaster. All the rooms have good light and ventilation and excellent furnishings of busts, pictures, casts, maps and books. The laboratories are unusually well equipped for the study of physics and chemistry in a

preparatory school, with apparatus approximating \$7,000 in value.

LIBRARY. The school library contains about six thousand volumes. It is open for the use of the students every day. The books have been well selected to assist the members of the school in their studies and to provide good reading in leisure hours. The library contains books of general reference as well as books of special reference in the various courses of study and standard works in poetry, history, literature and high-class fiction. The leading periodicals, magazines, and newspapers are kept on file.

EAST HOUSE, the largest of the student residences, with accommodations for fifty boys, contains apartments for married masters and suites for single masters, together with single rooms and suites for boys.

DURAND HOUSE, the gift of Mr. Henry C. Durand, of Lake Forest, accommodates twenty-four boys, with apartments for single and married masters. The Headmaster's apartments are in this house.

REMSEN HOUSE, the gift of Mr. and Mrs. Ezra J. Warner, of Lake Forest, accommodates thirty-four boys, with masters' apartments as in the other houses. Remsen House also contains the school dining room, where boys and both the unmarried masters and the married masters and their families take their meals. The table seatings are changed every two weeks, thus enabling each boy to become more quickly and better acquainted with all the masters and the other boys in the school.

WEST COTTAGE has accommodations for eight boys and a master's apartment.

THE GYMNASIUM, good when first erected in 1907, has been so enlarged within the last few years as to be scarcely recognizable. To the large room with its clear space of 100x45 feet for basketball, indoor baseball, and other games, there is now added a large apparatus room, 45x25 feet, a swimming pool, 60x20 feet, and an enclosed cinder track for indoor work in winter. Besides, there is a large dressing-room with steel



Front of Chapel from the Balcony



The Library

lockers and hot and cold showers. All the activities in the Gymnasium are very closely watched by the Physical Director. Every boy who comes to the Academy unable to swim, must learn to do so during the year. Instruction in swimming is given without extra charge. Mr. Norman C. B. Cox, director of swimming in the Chicago Athletic Association, wrote at the time of the dedication of the Lake Forest Academy pool: "We must send our boys to a school where they shall be taught to swim and to save life, the younger the better. Any youth of eighteen years of age who has not been taught to swim has not been properly educated. We are only just coming to a realization of this fact. Our Government has not yet awakened to the importance of establishing wide facilities for the teaching of swimming to children; but some of our great schools have. . . . Lake Forest Academy is one of the great educational establishments that in this country are leading the Government and pointing the way."

THE ATHLETIC FIELDS. The Academy is amply equipped with fields for the various outdoor sports. The main athletic field contains a baseball diamond and football field encircled by an oval cinder running track with a 220-yard straightaway. The new alumni field contains a second baseball diamond and football field.

TENNIS COURTS. There are eight excellent tennis courts on the campus.

GOLF COURSE. The school is exceedingly fortunate in the opportunity for golf afforded its boys. Through the courtesy of the Onwentsia Club, the students of the Academy who are not residents of Lake Forest may have the privilege of the Onwentsia Golf Course, one of the finest and best known in the country. This is an eighteen-hole course, with a total length of more than six thousand yards. It may be reached by a ten-minute walk from the campus. The club charges a nominal fee of fifteen dollars.

HOCKEY. A large space on the campus is flooded in winter to afford facilities for skating and hockey.

HOSPITALS. Lake Forest Academy is unusually fortunate in its hospital facilities.

Alice Home Hospital is the gift of the late Mrs. Henry C. Durand. This thoroughly modern institution is primarily intended for students' use. The operating room, known as the "Mr. and Mrs. Cyrus H. McCormick Operating Room," is complete in every detail. A new sterilizing room has been built, containing a large clothing sterilizer, water sterilizers, etc., all of Kny-Scheerer pattern. The sterilizing room is the gift of Mr. Delavan Smith.

Every possible facility is provided for the care of the infrequent cases of illness. The proximity of Chicago makes it possible to secure the best surgeons in an hour's time when operations are necessary in cases of appendicitis, etc. The charges to students are \$1.50 per day. The value of the hospital and equipment is \$30,000.

The Lake Forest Hospital for Contagious Diseases offers the best resources for combatting infectious and contagious diseases. It has been recently erected and is equipped with steam disinfecting plant and other modern appliances for handling such diseases.

RECENT IMPROVEMENTS

Within the last few years the value of the school plant and equipment has been greatly increased.

In 1912, the school received through the generosity of its alumni and friends a splendid swimming pool and large addition to the gymnasium, costing \$11,000.

During the past five years the following improvements and betterments have been added:

A gift of a large addition to the campus from Mr. Cyrus H. McCormick and Mr. Finley Barrell, \$10,000.

New marble shower baths; new plumbing and sewerage improvements, \$6,000.

Redecorating and refinishing buildings, \$6,000.

New seats in all recitation-rooms and new pews in chapel, \$1,500.



View on the Onwentsia Golf Course



View in a Ravine

A system of electric gongs installed; new equipment placed in all recitation-rooms.

A Hygeia non-agitating filter with aerating system, capacity 18,000 gallons per hour, installed in the school waterworks system, \$6,000. This filter is the gift of Mr. Louis F. Swift.

The house dormitories rewired in accordance with the fire underwriters' latest specifications, and new fixtures installed, \$2,000. This is the gift of Mr. Louis F. Swift and a friend of the school.

The school library refurnished by the Class of 1914 and friends, \$1,000.

Cold storage and kitchen addition, \$2,000.

An increase in the available floor space of the gymnasium and a gallery installed, \$1,000.

Addition to the campus, gift of the trustees, \$2,000.

An additional artesian well, 1,200 feet deep, \$4,000.

First-aid room in the gymnasium, therapeutic violet-ray lamp and splendid x-ray outfit, \$1,500.

The value of the Academy plant and equipment now approximates \$450,000.

NEW HEATING AND POWER PLANT

A new heating and power plant has just been completed. New lines for steam and hot water have been laid and three water tube Stirling boilers have been installed. This excellent plant takes care of its work most admirably. The approximate cost of this great improvement and addition was \$75,000.

DAILY SESSION PLAN

The school is in session six days in the week. The daily schedule begins with chapel at eight o'clock, and closes at one. Particular attention is called to the fact that each afternoon is free for recreation and athletics. The single session plan is one of the most valuable features of the school-keeping system at Lake Forest. Without loss of time for study and recitation it prevents the day from dragging; it affords ample oppor-

tunity for getting out in the open for healthful exercise; it introduces adequate time for recreation into each day instead of grouping it all together at some one period, as at the end of the week, a plan which is patently unwise in a boarding school.

The arrangement of daily appointments is as follows:

- 6:50. Rising-bell.
- 7:30. Breakfast.
- 8:00. Chapel, except on Monday; study period instead.
- 8:25-1:00. Recitations and study.
- 1:10. Dinner.
- 1:45-5:30. Recreation; physical training; athletics.
- 5:30-6:25. Study for boys seriously deficient in work.
- 6:30. Supper.
- 7:00-7:40. Recreation.
- 7:40-9:40. Study for all boys.
- 10:00. Lights out.

SUNDAY APPOINTMENTS

- 8:00. Rising-bell.
- 8:45. Breakfast.
- 10:45. Church.
- 1:15. Dinner.
- 5:15. Vesper service.
- 6:00. Supper.
- 8:45-9:30. Bible Study.
- 10:00. Lights out.

DISCIPLINE

The discipline of the school is not adapted to the incorrigible boy; it presupposes a reasonable amount of self-control and self-respect; the loyal way in which Lake Forest boys respond to such a method is a proof of its value.

The masters undertake friendly supervision with a view to encouraging the habit of efficient self-control. The boys are expected to do right and obey the rules even when a master is



East House



Alice Home Hospital

not present. A boy who does not respond to this trust, or whose spirit and attitude toward authority are unsatisfactory, or whose character and influence are considered as undesirable in the school, is liable to dismissal from the Academy though no formal or specific charge be made against him.

The school does not employ the usual system of "black marks" imposed upon boys by an individual master on his own responsibility. Boys are admonished by the masters for minor offenses. If a student does not respond to these admonitions, his case is considered by the faculty acting as a whole. The faculty may or may not see fit to censure the boy. Censures are imposed in general for disregard of admonition or for serious and deliberate violations of rules. If a boy receives five censures he is placed "on campus" for not less than three weeks. Should he violate the campus restriction he is dismissed. Should he receive seven censures in any year he is dismissed.

All boys who are admitted to the school are required to give their word of honor as gentlemen in two fundamental things:

First. Since the use of tobacco by growing boys is inconsistent with bodily health and mental vigor, all boys are required to give their word of honor not to use tobacco during term time while under the school rules and regulations.

Second. They are required to give their word of honor not to go, without permission, outside a strip of territory which is approximately bounded by a line three miles north of the school, by a line five miles west of the lake, and by a line five miles south of the school.

The word of honor is jealously guarded by the boys in the Academy, and each new boy must understand thoroughly that complete adherence to his promise will be required by the force of student feeling and action.

If a boy should break his word of honor he would be instantly dismissed.

Any boy who absents himself from his dormitory at night after "lights out," without permission, thereby severs his con-

nection with the school. No explanation will be accepted regarding an infraction of this rule.

THE STUDENT COUNCIL

One of the most potent factors in the inner life of the school is the Student Council organization. The Council consists of nine members chosen by vote of the school. They take the lead among the boys of the school in assuming responsibility for clean living and sound school spirit. The work of the Council has proven of great value in maintaining the school on a high moral plane. The Council confers with students individually and collectively, and advises with the faculty on matters that are of vital importance to a good school.

SECRET SOCIETIES

Fraternities and secret societies are prohibited in the school.

ADMISSION

Parents who wish to enter their sons in the Academy must fill out the application blank, giving the boy's record and the names of at least two responsible persons in their community to whom the Headmaster may refer.

A boy who has been dismissed from some other preparatory school will not be admitted here. Not more than three or four boys will be admitted to the Senior Class, and only those having exceptionally good records in scholarship and conduct will be admitted to this class. Certificates of honorable dismissal from the school formerly attended, together with a statement of the work done there, must be presented. No application will be considered until these requirements have been complied with.

The acceptance of credits from other schools depends upon the standing of such institutions, and also upon their agreement with the graduation requirements of Lake Forest Acad-

emy. The Academy reserves the right to require an examination in any subject submitted for credit.

Unless otherwise notified, the Headmaster will suppose that all boys in the Academy are able and permitted to play the regular school games.

The requirements for admission to the First Class are, in general, those which are required for admission to secondary schools. Stress will be laid upon the standing in English and Mathematics.

DAY PUPILS

Although Lake Forest Academy is primarily a boarding school, good opportunities are offered to day students. Boys living in Evanston or farther away are not accepted as day students.

ABSENCE PERMITS

Punctual and regular attendance upon all the exercises of the Academy is required from all boys. Parents are requested to ask as few absences as possible from the Academy, and they are to see that the boys return promptly after vacations. No absence from Lake Forest will be allowed except upon written request from the parents, and then not oftener than twice a term. In urgent cases, telegrams or long distance telephone calls should be directed to the Headmaster. The granting of a parent's request depends upon whether or not the student has campus restrictions. Only by having the heartiest co-operation of the parents in all matters pertaining to school policy can the authorities hope to be thoroughly successful in their efforts for the boy.

COURSES AND REQUIREMENTS

The work of the Academy is arranged in four classes, of which the fourth, or Senior Class, is the highest. In order to receive a diploma from the Academy a student must have satisfactorily completed at least sixteen credits of work. One credit means the completion of work amounting to not less

than one hundred and twenty recitation periods of sixty minutes each.

*Of the sixteen credits eleven and one-half or twelve and one-half are required as follows:

Four credits in English;

One and one-half credits in Algebra and one credit in Plane Geometry;

Three credits in one foreign language or two credits in each of two foreign languages;

One credit in Physics or Chemistry;

One credit in History.

The remaining four and one-half or three and one-half credits are elective, but must be so distributed that the student can be admitted without conditions to a reputable college or scientific school. A boy's courses are chosen from the tabulated list on page 23, in accordance with the requirements of the college he expects to enter either by certificate or by examination. A boy is not permitted to take less than eighteen or more than twenty-four hours per week.

*Boys who have been delayed a year or more in their work on account of war service will be graduated in June, 1920, with fifteen units if their schedules should be unreasonably heavy with sixteen units.

ARRANGEMENT OF SUBJECTS BY YEARS

Courses		Units	College Entrance Examinations
First Class	Latin Ia (6)	(1)	Ancient History
	Latin Ib (4)	(1)	
	Algebra I (5)	(1)	
	*English I (5)	(1)	
	Physiology (2)	(1½)	
	Physiography (2)	(1½)	
	Ancient History (5)	(1)	
	Advanced Arithmetic (2)	(1½)	
Lower Middle Class	Latin II (6)	(1)	{ Cæsar-Nepos, Grammar Elementary Composition
	Greek I (5)	(1)	
	Algebra II (4)	(1½)	Algebra I and II
	*English II (4)	(1)	
	French I (5)	(1)	
	German I (5)	(1)	
	Spanish I (4)	(1)	
	Commercial Geography (2)	(1½)	
Upper Middle Class	Latin III (5)	(1)	Cicero-Sallust, Advanced Composition
	Greek II (5)	(1)	Anabasis, Grammar and Composition
	Plane Geometry (5)	(1)	Plane Geometry
	*English III (4)	(1)	English I
	French II (4)	(1)	French A
	German II (5)	(1)	German A
	Spanish II (4)	(1)	Spanish A
	English History (4)	(1)	English History
Senior Class	Chemistry (5)	(1)	Chemistry
	Latin IV (5)	(1)	Vergil-Ovid
	Greek III (4)	(1)	Iliad
	*English IV (4)	(1)	English II
	United States History and Civics (5)	(1)	United States History
	Physics (5)	(1)	Physics
	Advanced Algebra (2)	(1½)	Advanced Algebra
	Trigonometry (2)	(1½)	Trigonometry
	Solid Geometry (3)	(1½)	Solid Geometry
	French III (4)	(1)	French B
	German III (4)	(1)	German B
	Spanish III (4)	(1)	

The figures in parentheses immediately following the various subjects indicate the number of hours per week. The figures in parentheses under the heading "units" refer to units of credit for graduation.

The column headed "College Entrance Examinations" indicates what entrance examinations a student who is going to Harvard, Yale, Princeton, Mass. Inst. of Tech., etc., is prepared for, and when he is best fitted to take them.

*Public Speaking is required of all boys in connection with the English work of each year.

COURSES OF STUDY

FIRST CLASS

ENGLISH—*Literature*, twice a week:

First Term—Homer, "The Odyssey."

Second Term—Irving, "Sketch-Book"; Arnold, "Sohrab and Rustum."

Third Term—Parkman, "The Oregon Trail."

Rhetoric and Grammar, three times a week:

All Terms—Hitchcock, "New Practice Book."

LATIN Ia—"First Year Latin" (Gunnison and Harley). Six times a week.

LATIN Ib—"First Year Latin" (Gunnison and Harley); Cæsar, Books I-II (Walker). Four times a week.

MATHEMATICS—"Elementary Algebra" (Wells and Hart). Five times a week. Advanced Arithmetic (Wentworth). Twice a week.

HISTORY—ANCIENT—"Ancient Times" (Breasted). "Ivanhoe" Map Series; numerous standard reference works. Davis' Readings (Volumes I and II) on Greece and Rome, used with text. Note-book work required. Five times a week.

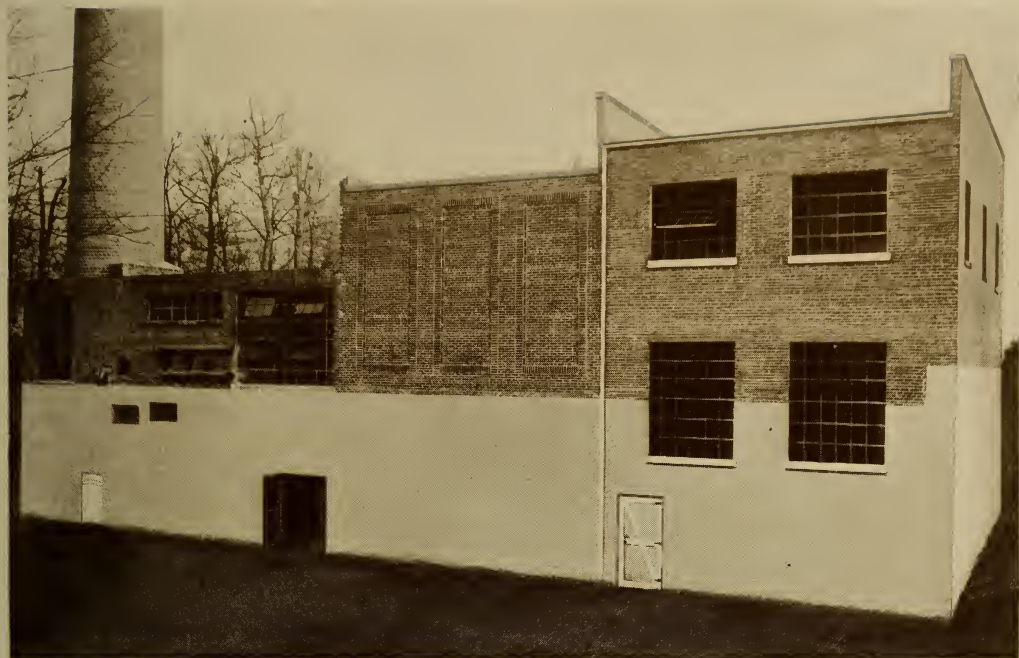
SCIENCE—PHYSIOLOGY—"Elements of Hygiene and Sanitation" (Hough and Sedgwick); "Applied Physiology—Advanced" (Overton). Twice a week. PHYSIOGRAPHY—"Physical Geography" (Salisbury). Twice a week.

LOWER MIDDLE CLASS

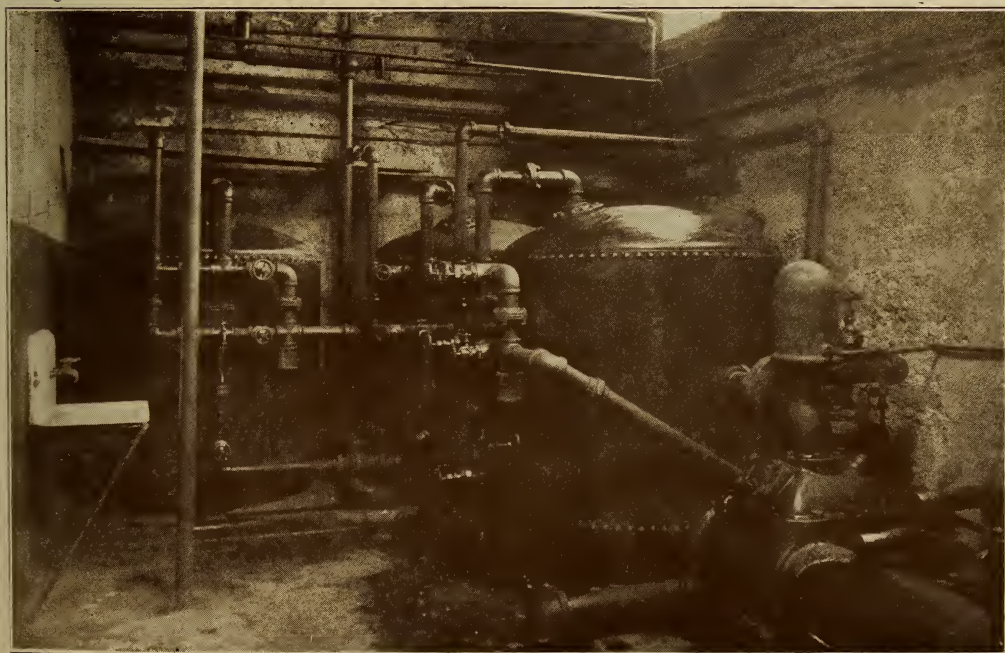
ENGLISH—*Literature*, twice a week:

First Term—Addison, Steele, and Budgell, "Roger de Coverley Papers"; Dickens, "A Tale of Two Cities."

Second Term—Coleridge, "The Rime of the Ancient Mariner"; Scott, "The Lady of the Lake."



New Central Heating and Power Plant



The Swift Filter

Third Term—Scott, "Quentin Durward."

Rhetoric and Grammar, twice a week:

All Terms—Hitchcock, "New Practice Book."

LATIN—Cæsar, Books I-IV (Walker); Nepos (Lindsay); *Review of Grammar; Prose Composition* (D'Ooge). Six times a week.

GREEK—"The Elements of Greek" (Ball). Five times a week.

FRENCH—*Grammar*, "Shorter French Course" (Fraser and Squair); *Reading*, "La Belle France." Five times a week.

SPANISH—"Spanish Grammar" (Espinosa and Allen). "Spanish Reader" (Remy), one hundred and fifty pages of selected prose. Four times a week.

GERMAN—*Grammar*, Fraser and Van der Smissen's, "German Grammar"; *Reading*, "Vorwärts," (Bacon); "Im-mensee" (Storm). Five times a week.

COMMERCIAL GEOGRAPHY—"Commerce and Industry" (Smith). Twice a week.

MATHEMATICS—"Second Course in Algebra" (through quadratics) (Wells and Hart). Four times a week.

UPPER MIDDLE CLASS

ENGLISH—*Literature*, twice a week:

First Term—Shakespeare, "Julius Cæsar," "As You Like It," and "The Merchant of Venice."

Second Term—Tennyson, "Idylls of the King"; Browning, Selections.

Rhetoric and Grammar, twice a week:

First Term—Lamont, "English Composition."

Second Term—Lamont, "English Composition."

Third Term—Frank, "High School Exercises in Grammar."

LATIN—Cicero, "In Catilinam," "De Imperio Pompei," "Pro Archia," "Pro Marcello" (D'Ooge); Prose (D'Ooge). Sallust, Selections. Five times a week.

GREEK—"Anabasis" (Goodwin and White); *Review of Grammar*. Five times a week.

FRENCH—*Grammar*, review based on Fraser and Squair's Grammar; *Composition*, "French Composition" (Koren). *Reading*, Daudet's "Le Petit Chose," Pailleron, "Le Monde où L'on S'ennuie." Molière's "Le Médecin Malgré Lui," and Dumas' "Les Trois Mousquetaires." Four times a week.

SPANISH—*Review of Grammar*, based on Espinosa and Allen. "Spanish Prose Composition" (Umphrey); Alarcón, "El Capitán Veneno." Four times a week.

GERMAN—*Review of Grammar*, based on texts read and specially prepared outlines; "Elementary German Composition" (Truscott and Smith); *Reading*, Wildenbruch, "Das Edle Blut"; Baumbach, "Der Schwiegersohn"; Keller, "Romeo und Julia auf dem Dorfe." Five times a week.

MATHEMATICS—PLANE GEOMETRY (Phillips and Fisher). Five times a week.

SCIENCE—CHEMISTRY (McPherson and Henderson). Lectures, recitations, laboratory work. Five times a week.

HISTORY—ENGLISH HISTORY. "A Short History of England" (Cheyney); "Readings in English History" (Cheyney); "Ivanhoe" Map Series. Note book work is required, based on an outline prepared by the instructor. Four times a week.

SENIOR CLASS

ENGLISH—*Literature*, twice a week:

First Term—Shakespeare, "Macbeth."

Second Term—Milton, "L'Allegro," "Il Penseroso," and "Comus"; Macaulay, "Life of Johnson."

Third Term—Washington, "Farewell Address"; Webster, "First Bunker Hill Oration"; Lincoln, Selections.

Rhetoric, twice a week:

All Terms—A. S. Hill, "The Principles of Rhetoric."

LATIN—Vergil, "Æneid," Books I-VI (Fairclough and Brown); "A Term of Ovid" (Gleason). *Sight Reading*. Five times a week.

GREEK—"Iliad," Books I-III, or equivalent amount of "Odyssey" (Seymour); Prose. Four times a week.

FRENCH—*Review of Grammar, Advanced Composition*, "Exercises in French Composition" (Bruce) and "French Composition" (Mansion). *Reading*, Racine's "Phèdre," Loti's "Ramuntcho," Molière's "Les Précieuses Ridicules," Hugo's "Les Travailleurs de la Mer."

SPANISH—*Review of Grammar*; Commercial Correspondence (Whittem and Andrade); Commercial Reader (Harrison); "Tres Comedias Modernas" (Moratin); Spanish Magazines and Newspapers. Four times a week.

GERMAN—*Composition*, "Writing and Speaking German" (Pope); *Reading*, Schiller, "Wilhelm Tell"; Baumbach, "Das Habichtsfräulein"; Riehl, "Der Fluch der Schönheit." Four times a week.

HISTORY—AMERICAN HISTORY AND CIVICS. "American History" (Muzzey); "Ivanhoe" Map Series. An outline showing the chief events in their proper order and relative importance is prepared by the instructor, and filled out by the students as the basis of a permanent note book. The course in American History is supplemented also by regular work in civics, using Bryce's "American Commonwealth" as a basis for study. Five times a week.

MATHEMATICS—Solid Geometry (Phillips and Fisher), three times a week; Plane Trigonometry (Conant), twice a week; Advanced Algebra (Hawkes), twice a week.

SCIENCE—PHYSICS (Millikan and Gale); Lectures, Recitations, Laboratory Work.

NOTE—Classes are usually not formed for less than four students.

ENGLISH DEPARTMENT

It is primarily the aim of the English Department to prepare boys to meet the demands of the colleges in their entrance requirements in English. To that end, a four-year course has been arranged, in which a wide selection of books from the uniform college entrance list is carefully studied and thoroughly reviewed. It is the endeavor of the Department to have the tests and examinations given at least equal the college entrance examinations in severity, and to have the themes in class based upon topics measuring up to the college entrance standard. The practice in Composition, however, is extended to subjects drawn from everyday experiences of the boys as well as from the books studied in the classroom, but with the emphasis stressed upon the latter, in order to satisfy the stipulations of the colleges. At the close of the third year the class is ready to meet the requirements of English I of the College Entrance Board, the work of the fourth year being devoted entirely to the more advanced demands of English II. At graduation, therefore, a student is prepared in English to enter any of the Eastern colleges that admit only upon examination, or his diploma from Lake Forest will admit him also, without examination in English, to any certificate college that he may desire to enter.

In addition, however, to satisfying these demands on the part of the college entrance requirements, a review of Grammar is required in the first and third years, and a varying course in Rhetoric is followed throughout each of the four years. In all four classes, also, there is held daily a five-minute exercise in spelling, and neat, legible penmanship is strictly insisted upon in all the work of the Department.

Moreover, it is the endeavor of the English Department to cultivate in the students an appreciative enjoyment of good literature, as well as the power to express themselves correctly and effectively. The Library offers, in its collection of books and magazines, a wide field to those who wish to do collateral study or to extend their reading generally.

In co-operation with the Gargoyle Club, too, and in order



Views on the Campus



Reid Hall



A Corner of the Physics Laboratory





Reid Hall



A Corner of the Physics Laboratory

to further an interest in the drama, groups of students, with a master accompanying, are encouraged to attend the performances of Shakespearean plays in Chicago, or of other plays that may be especially worth while, as a study in dramatic expression and for the purpose of witnessing the presentation of great art in literature by noted men and women distinguished for their great art in acting.

LATIN DEPARTMENT

A four-year course in Latin is offered, based on the new requirements for college entrance. In the first year two courses are offered, one of four hours per week for those who have had Latin in grammar school, and one of six hours per week for those who have had no Latin before. The work of the first year consists of thorough drill in the grammar and an introduction to Cæsar. In the second year the required amount of Cæsar and Nepos is read and the grammar reviewed in connection with composition based on the Cæsar. At the end of the first two years the student should be ready for the college examinations in Latin Grammar and Cæsar.

In the third year the prescribed amount of Cicero and Sallust is read and the study of grammar and composition is continued in preparation for the Advanced Composition examination. In the fourth year the required parts of Vergil's *Æneid* are read with selections from the remainder of the work and from Ovid.

The work throughout the entire course is in harmony with the spirit of the new requirements. The student is expected to learn to read Latin and understand it, not merely to grind out a translation and memorize it. To this end translation at sight is made a regular and important part of the work from the start.

GREEK DEPARTMENT

A two- or three-year course in Greek is offered for those who desire it for entrance to college. The first two years are given to the study of grammar and Xenophon's *Anabasis* and the third, to Homer. The same principles underlie the courses

in Greek as those in Latin. Accuracy in grammar work and grasp of the language as shown in sight translation, not the ability to recite fluently a previously prepared translation, are made the basis of the judgment of a student's work.

GERMAN DEPARTMENT

The German course of three years is planned primarily to meet the requirements for admission to the best colleges in the country. The first year is devoted to a careful study of the fundamentals of grammar, the declension of the noun and the adjective, the conjugation of the regular and irregular verbs, the peculiarities of German word order, etc. From one hundred to one hundred and twenty-five pages of easy German are read and translated with especial attention to construction and vocabulary. In the second year one hundred and fifty pages of fairly easy material are read, and in the third year three hundred and fifty pages of more difficult material are read. In both the second and third years the study of composition is carried on regularly. The work of all the years is designed to meet the requirements of the College Board. Boys are then prepared to enter college by certificate of the school, or by examinations.

FRENCH DEPARTMENT

The courses in this department are based on the recommendations of the Modern Language Association of America and the College Entrance Examination Board. The student is advised to have at least one year of Latin before beginning the study of French.

Fraser and Squair's Shorter French Course is used in the first year, covering all the main principles of French grammar, including the more common irregular verbs. During the latter part of the year, much time is spent on dictation and connected composition based on the reader. The second year is given to reading and connected composition, the learning of all but the rare irregular verbs, and a thorough review of the main points of the grammar in preparation for the college Elementary

French examinations. In the third year a systematic review of the grammar is made, extending the study to the finer points, and a large amount of reading is done, including some poetry and works of the seventeenth and eighteenth centuries as well as modern prose. Students who have taken this course successfully should be able to pass the college advanced French examinations.

Throughout the course the main consideration is accuracy and thoroughness, especially in the mastery of the most important principles of grammar. A good pronunciation is insisted on and dictation is made a regular part of the course. As fast as the classes show the requisite quickness of thought, conversation is introduced, and in the higher courses it is possible to use French almost exclusively in the classroom.

SPANISH DEPARTMENT

The demand for Spanish has become so great that it has been found necessary to offer a three-year course in that language. The aim of the course is to give a good reading knowledge and the ability to write and speak the language correctly. A good pronunciation is insisted on, and conversation is used throughout the course to train the ear. The student who passes the course successfully should be able to read ordinary Spanish prose without difficulty, to understand Spanish when spoken clearly and carefully, and to carry on ordinary conversation.

Espinosa and Allen's Spanish Grammar is used in the first year. The work consists of careful drill in pronunciation and dictation, the study of the rudiments of grammar, and the reading of about one hundred and fifty pages of easy prose. Remy's Spanish Reader is used for this purpose, furnishing carefully selected material and an appropriate vocabulary for the actual use of the language in conversation on interesting topics of everyday life.

In the second year the study of grammar is continued with a thorough drill in the irregular verbs and the uses of the subjunctive, in order to prepare the student for the college

examination in Elementary Spanish. Special emphasis is placed on translation and composition work, which in the second half of the year develops into regular Spanish correspondence. Modern Spanish authors (Alarcón, Galdós, Valera) are read throughout the year.

The great and rapidly growing importance of Spanish is being more generally recognized, therefore, the third year of the course is established for those among our pupils who wish to give their knowledge of this language a special commercial finish. Thus a regular course in Spanish business correspondence is conducted, and a commercial reader acquaints the student with actual trade conditions in all Spanish-speaking countries. Spanish newspapers or magazines are read every week and instruction as well as conversation is conducted exclusively in Spanish.

SCIENCE DEPARTMENT

The study of Science begins in the First Class with Physiology and Physical Geography. Chemistry is studied in the third, and Physics in the fourth year.

Chemistry—The chemical laboratory consists of two commodious, well-lighted rooms, equipped with water connections, gas, sinks, re-agent racks, lockers, and drawers, for twenty students. Re-agents, glass ware, and special apparatus are accessible at all times. The equipment approximates \$2,000 in value.

The course consists of a systematic lecture-room and laboratory study of the chief physical and chemical properties of the more common elements and their compounds. Attention is given to the atmosphere, flames, acids, bases, salts, oxidation, reduction, crystallization, manufacturing processes, familiar substances, combining proportions by weight and volume, elementary calculations, symbols and nomenclature, atomic theory, atomic weights and valency, nascent state, the natural grouping of the elements, solution, and electrolysis.

Physics—The physical laboratory is unusually well provided with European and American apparatus, and ranks with



A Recitation Room



The Study Hall

the best academic laboratories in the country. The value of the apparatus and equipment is approximately \$5,000.

The course gives a thorough foundation in the general physical principles in view of further study in more advanced schools. The lecture-room work is illustrated by qualitative experiments, while those of a purely quantitative nature are reserved for individual investigation in the laboratory.

The aim of the laboratory work is to supplement the student's fund of concrete knowledge and to cultivate his power of accurate observation and clearness of thought and expression. The exercises are chosen with a view to furnishing forceful illustrations of fundamental principles and their practical applications. They are such as yield results capable of ready interpretation, obviously in conformity with theory, and free from the disguise of unintelligible units.

HISTORY DEPARTMENT

The primary aim of the History Department is to introduce the student to historical methods of thinking and to teach him to use historical material intelligently. The standard set by the college entrance examinations in history makes it necessary for candidates to gain the historical view-point, and it is the constant endeavor of the department to secure this end. While regarding this as the most important object to be attained, there is no tendency to neglect the foundation on which it must be based—an accurate and comprehensive knowledge of the essential concrete facts of history.

Every effort is made to develop in the student a true appreciation of the meaning of history. Modern conditions are considered and parallels are constantly drawn. The daily newspapers and the standard magazines are regularly referred to, and students are taught practical lessons in government and politics.

The courses are conducted by discussions in the classroom based upon the text-book, outside reading in standard works, or in collections of extracts from the sources, and by talks from the master. Daily written tests show quickly how well the work

is mastered. The relation of history to geography is constantly emphasized by reference to the globe and wall-maps in the classroom, and by outside work in historical outline atlases. Special attention is paid to map work, and each student is required to keep an accurate note-book.

MATHEMATICS DEPARTMENT

The courses in mathematics are based on the entrance requirements of the leading universities and technical schools. As in the other departments, the subjects usually classed as half-year courses extend throughout the entire school year, thus making it possible for candidates for college entrance examinations to be in the best shape at the end of the school year.

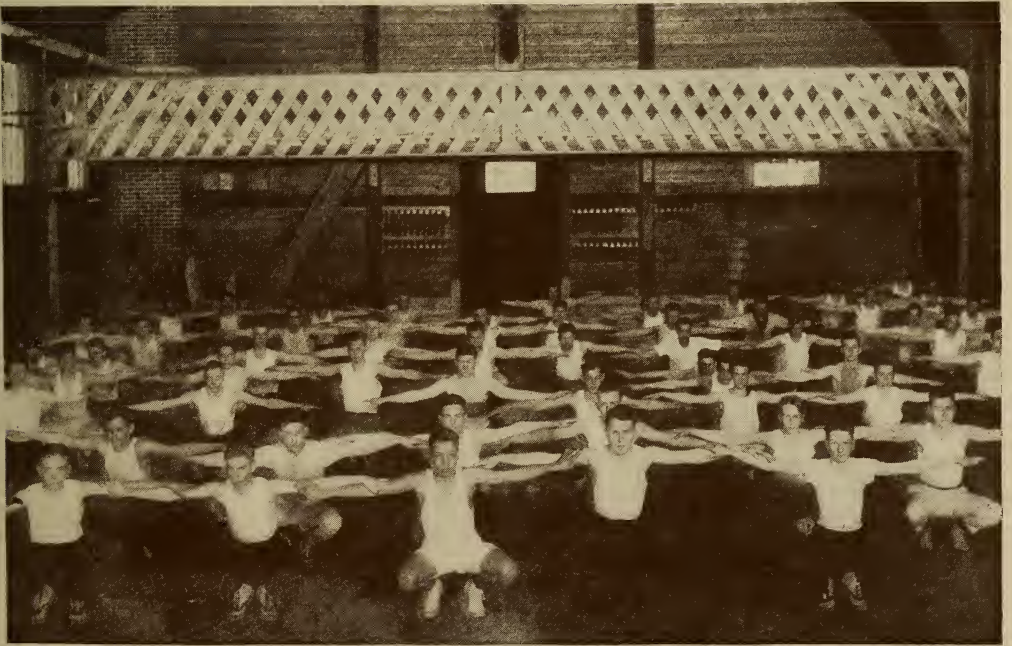
The first year work in Algebra consists of a thorough drill in the fundamentals. The class is divided into small sections, and every effort is made to see that the members of the First Class get an accurate knowledge of Algebra to quadratics.

Through experience it has been discovered that a great many boys who enter Lake Forest Academy know but little Arithmetic, which deficiency is a great disadvantage in their subsequent mathematical work. Not only do they have undue difficulty with Algebra and Geometry but also with the mathematical parts of Physics and Chemistry. It has been decided to offer in the first year a course in Advanced Arithmetic. All boys in the First Class will take this course unless they show by an examination that they have a sufficient knowledge of Arithmetic to make the course here unnecessary for them.

The course is designed especially to help those whose mathematical training has been neglected or whose ability in mathematics is limited. A very definite method will be followed and an earnest effort made to teach boys to think mathematically. In addition to the fundamentals of Arithmetic the course will deal especially with interest, discount, partial payments, involution, evolution, and mensuration, which subjects are of great importance in connection with later mathematics and of value in life outside school.



The Main Corridor in Reid Hall



A Physical Training Class

The second year course in Algebra is devoted to a study of the theory of indices, quadratic equations, graphs, arithmetical and geometrical progressions, and the binomial theorem. At the end of this year the student should be ready for the college entrance examination in Elementary Algebra.

Plane Geometry is studied in the third year. Each student is required to keep a note-book of original problems, which can then be used as a reference book for a systematic review at the end of the year.

For students who are planning to go to technical or engineering schools three courses in mathematics are offered in the Senior year. The three are Solid Geometry; Plane Trigonometry, including a special study of logarithms; and Advanced Algebra. The course in Advanced Algebra is planned to meet the requirements of the scientific and engineering departments of such universities as Yale, Cornell, and the Massachusetts Institute of Technology.

COMMERCIAL GEOGRAPHY

The course is planned to give an exact and intimate knowledge of the production and distribution of the world's great commercial staples, as well as of the progress of its leading manufacturing industries. Although the greater part of the time is devoted to the United States as "a world in itself," comparisons between different countries and regions will not be neglected.

The aim of the course is to impart to the student a clear insight into the scientific foundations of modern commerce and industry, and to enable him to appreciate the high efficiency of the United States as a leader in commercial transactions. The course is recommended to students who intend to go to schools of finance and commerce.

PUBLIC SPEAKING

A course in Public Speaking is maintained throughout the four years of school. The time given to this work amounts to

about one and one-half hours per week. Every boy in school is required to take this course each year that he is a student here. It is a very valuable training for all boys. The master in Public Speaking devotes much thought and attention to the boys' work in this course, and every boy speaks many times each year before his class and before the Orange or the Black Club.

The purpose in this course is not only to give students practice in talking before an audience, but also to aid them in learning to think closely and systematically. For correcting inaccurate and hazy methods of thinking there is no better training than systematizing and briefing material for debate, and this necessary fundamental groundwork is kept thoroughly in mind throughout the course. Teams for debating and declamation contests are chosen each year for competition between the clubs and with other schools.

PHYSICAL TRAINING

Because of a belief in the need of correct physical, as well as intellectual and moral, growth of the students, Physical Training was established in 1910 as a regular department of the Academy. Physical exercise is required five afternoons a week. The physical exercise hour is a regular appointment the same as other required appointments. The aim of the department is to promote health, systematic bodily development, and efficiency, to make a beginning in real physical education.

To this end a system has been established which includes the best of all "systems" of physical training. Recreative work alone will not accomplish this purpose, and the program must include not only recreative work but that which is also hygienic, corrective, educative, and developmental as well. The work is, therefore, required throughout the course.

PHYSICAL EXAMINATIONS

When a boy enters the School his parents are asked to fill out the "Personal History Blank," which contains an outline of past physical condition, including sickness, injuries,

and hereditary tendencies. The data are considered strictly private and are retained by the Physical Director to serve as a basis for advice concerning physical work.

At the beginning of each year every boy is required to have a medical examination by the School Physician, especial attention being given to the heart, lungs, and abdominal organs. No boy is allowed to take up vigorous physical work without this examination.

Each boy is then given a thorough physical examination by the Physical Director. This includes measurements, strength tests, and a complete physical diagnosis. Emphasis is placed upon a study of the heart rate and blood pressure both before and after exercise, and upon postural defects. In case of individual needs the boy is advised as to special work and hygienic habits. His physical condition is closely watched during the year and suggestions are given from time to time as needed. A second examination is given in June for comparative study, and a report of progress is sent to the parents with the student's record.

Supplemental examinations are given throughout the year to all boys who are members of athletic teams to determine whether participation in athletics is having any ill effects.

ORGANIZED ATHLETIC WORK

During the fall term the work consists largely of outdoor athletics, including football, soccer, field hockey, golf, tennis, basketball, and cross country running. During the winter term the work of the gymnasium classes consists of vigorous drill in floor calisthenics, light and heavy apparatus, balancing and breathing exercises, gymnasium tactics, dancing steps, games, etc. The intention is to make this work recreative as well as corrective and strengthening. In classes, students are required to wear regulation gymnasium suits consisting of shirt, long trousers and gymnasium shoes. Opportunity is given for games of basketball, indoor baseball, volley ball, indoor track work, and also for swimming. During the spring term the outdoor work is again resumed, consisting of baseball, tennis,

golf, track and field athletics. The rudiments of the various American athletic sports are taught by actual experience in competition in order to encourage the student's interest in the upbuilding of his own body as well as in popular competitive pastimes.

SWIMMING

Swimming in the gymnasium pool is a compulsory part of the work for all students who are physically fit. If a boy has not learned how to swim before coming to the Academy, he will be taught by competent instructors free of charge. The Physical Department grants a swimming certificate when the work has been completed satisfactorily. Instruction is also given in life saving and resuscitation and a special "Life Saving Certificate and Insignia" is given for proficiency in this course.

TENNIS

Because of our belief in tennis as a splendid form of exercise which can be utilized both in school and in after life, a special effort is made to encourage tennis as a feature of our athletic life. At the opening of the fall term every boy is placed in the ranking list for the all-year tournament. The boys are divided into groups of ten. A boy has the privilege of challenging any one of his own group, and if in first or second place of his group, he may challenge into the next higher group. During the year the ranking list becomes so adjusted that every boy is competing with others of his own ability. In order that even the unskilled players may have some incentive, a medal is awarded at the close of the year to the winner of each group.

INTERSCHOLASTIC ATHLETICS

In addition to the regular physical training work, teams for interscholastic competition in football, baseball, basketball, tennis, swimming, track and field athletics are organized and trained by special faculty coaches. Several teams are organized in each department of athletics in order that all boys may compete with others of their own age and



Views on the Athletic Fields

size. No boy need sit idly on the side-lines. Lake Forest Academy teams have always made a creditable record for true sportsmanship in competition with other teams. Most of the games are played at the Academy, no trips being taken that keep the students away over night. No student is allowed to enter interscholastic competition unless he keeps his studies up to passing grade in at least three full courses of academic instruction. The Academy stands for purity in athletics as well as in the personal life of the boy. Unless objection is received from the parents or guardians it is assumed that the students have permission to compete in all athletics. There are on the campus, two baseball diamonds, two football fields, eight tennis courts, and an oval cinder running track with a 220-yard straightaway.

ORANGE AND BLACK CLUBS

In addition to the regular Academy athletic teams, two athletic clubs have been organized among the students for competition. These two clubs are named for the Academy colors, Orange and Black. Each student is enrolled in one of these clubs when he first enters the Academy.

The chief purpose of the clubs is to encourage intra-mural athletics. It has been proved conclusively that properly directed play and exercise are as essential factors in the most desirable development of students as any subject in the curriculum. Athletics in high schools are now subjected to more or less criticism for the reason that their nature is not such as to permit more than a comparatively small percentage of the students to participate successfully therein. This undesirable condition of affairs has been corrected here, and an examination of the annual schedule will show that Lake Forest cannot be included in the list of schools which give only "the favored few" the benefit of instruction.

All sports are more exhilarating and consequently more profitable when the spirit of competition is introduced. Our plan includes both team and individual competition. Club teams are organized in the chief sports. Emphasis is placed also on individual events such as punting, drop kicking, and

forward passing in football; goal throwing in basketball; diving and swimming; all track and field events; and numerous events suitable for indoor competition during the winter.

The scoring system is so arranged that *every* boy in school, no matter how unskilled he is, may score one or more points for himself and for his club in *every* event. Special incentive is offered to better the initial effort and thus to score more points for each additional accomplishment.

By this variety of athletic sports students are prevented from overspecializing in any one sport. To give further encouragement to general development, the Physical Director offers a prize for the winner of the all-around competition.

GENERAL HEALTH CONDITIONS

The health of the student is safeguarded in every possible way. The school employs a trained nurse who lives at the school and is available at all times. She and the Physical Director keep constant watch over sanitary and hygienic conditions. The nurse makes inquiries every morning in each dormitory, co-operating with the House Masters to forestall sickness, and gives personal attention to all cases of illness. In every case of illness that keeps a student from his regular work, a physician is called immediately and if it is the physician's opinion that the boy will be in bed more than one day, he is sent to Alice Home Hospital. Here he receives the best of treatment under the care of excellent physicians and trained nurses. A special student rate of a dollar and a half per day is charged, not including the physician's fees.

EMERGENCY TREATMENT

A new "First Aid" room has been added to the facilities of the Department of Physical Education. The room, twelve feet by twenty feet, is finished in the most sanitary manner. All furniture is white enameled. The equipment includes an electric stove, an electric heating pad, an electric massage machine, the latest type of "Therapeutic Arc Lamp," and a



The Musical Clubs



The Mid-Winter Dance

modern X-Ray Machine. The services of the Physical Director are available to the boys at practically any hour of the day. Emergency treatment is the only treatment attempted by the Director. Included in such cases are bruises, contusions, sprains, slight wounds, skin abrasions, and so forth. Cases requiring medical treatment are referred to the School Physician.

PHYSIOLOGY

The aim of this course is to give the student elementary but practical knowledge of the structure, function, and care of the body, and of sanitary conditions under which we live. The course is two hours a week and is correlated with the work in physical training.

MUSIC DEPARTMENT

Arrangements for the study of music may be made with Henry Purmort Eames in piano; with Edward J. Freund in violin; with Signor Salvatore Tomaso in mandolin, guitar, and banjo. Charges for such study are extra.

The Glee Club, Mandolin Club, and Orchestra, trained by masters in residence at the school, give ample opportunity for ensemble practice, both instrumental and vocal. The joint concert given by the combined Musical Clubs is one of the notable features of the Mid-Winter Festivities held in February, and much emphasis is placed on the function properly performed by musical organizations in the life of the school.

DANCING

Lessons in modern dancing are given by Mr. A. L. Bournique. Mr. Bournique has had a long and successful experience as a teacher of dancing and ballroom etiquette.

LECTURES AND ENTERTAINMENTS

A prominent feature of the school life in recent years has been the Entertainment Course, which has brought to Lake

Forest Academy many notable people. As far as possible the entertainments are arranged to fall on Saturday evenings.

The school owns a latest model 6A Powers Motion Picture Machine, equipped with special Gunloch lens and compensarc device. After study hall on the Saturday evenings when there is no lecture or other entertainment, motion picture entertainments are given. Pictures are shown which are both educational and entertaining.

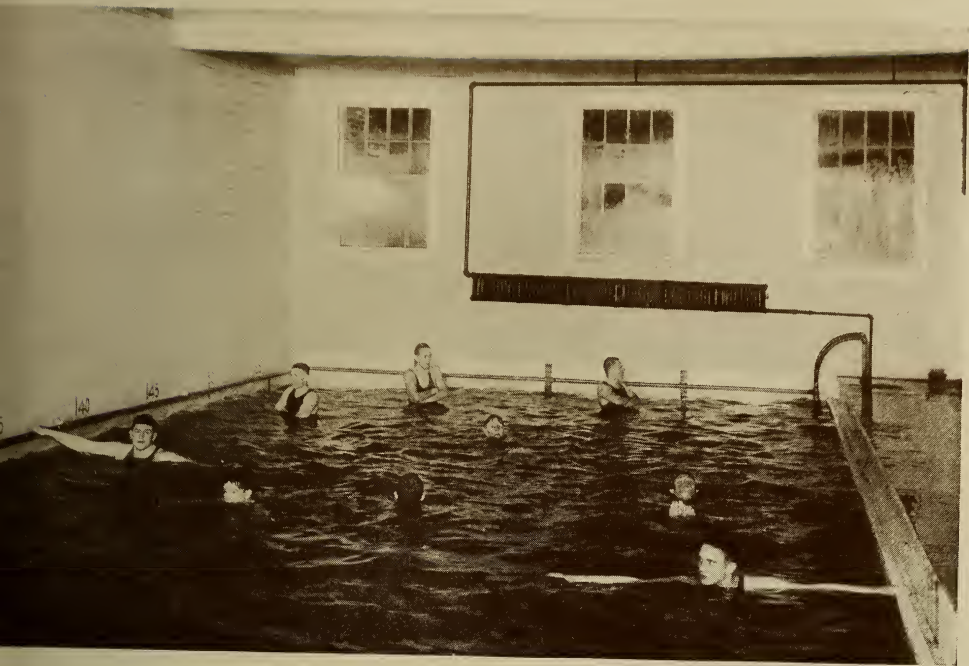
In the past few years the lecture course has brought to the Academy such people as the following: Alfred Noyes; Mme. Carolina White; Leland Powers, Reader; The Metropolitan Grand Quartette; Frank Speaight, Interpreter of Dickens; Ralph Bingham, Humorist; W. W. Ginn, in "The Man from Home"; Laurant, Magician; Benjamin Chapin, "Lincoln"; Wilbur Arthur, "Monsieur Beaucaire"; Ross Crane, Cartoonist; George Underhill, Interpreter of Dickens; The Rawies, South Sea Islanders; Bohumir Kryl, the famous bandmaster and cornetist; Montraville Wood, Scientific Lecturer; The Zoellners, Musical Company; The Bostonian Sextette; Wm. M. Lewis, Lecturer; Kortschak, Violinist; Miss North, Soprano Soloist; The Ben Greet Players; and many others.

EXPENSES

The tuition for day pupils is \$250.00 for the year. This covers all charges except the fees mentioned below.

The charge for boarding pupils in single rooms is \$850.00 for the year. This covers tuition, living expenses, and the washing of thirty pieces per week.

Pupils are received only for the entire year, except in the event of vacancies, which will be filled for the remainder of the year. *No deduction from the annual charge is made for the students who are dismissed or who leave after the opening of the year, except in cases of continued illness lasting three months or more, and then under no condition will more than half the charges be refunded.* Of the \$850.00 annual charge, \$425.00 is payable on the opening day of the school year, and \$425.00 on January 15th.



One End of the Swimming Pool



The Gargoyle Club Play

LABORATORY AND OTHER FEES

Physics or Chemistry per year \$15.00

These charges are to cover the use of apparatus and the cost of material.

Lecture Course and Library per year \$15.00

Athletics per year 15.00

These fees cover the admission to all home games and lectures as well as to the privileges of the Athletic Association.

Mending Clothing per year \$10.00

Graduation Fee 5.00

Parents are requested to allow only a limited amount of spending money. Some boys have only fifty cents a week; a dollar a week is a liberal allowance. Neglect of this request will work strongly against the best interests of the boy.

The Academy has its own book and athletic stores. Besides books, the boys may here buy, or order, gymnasium and other outfits, stationery, pennants, etc. Only a limited amount of credit is given.

ROOM FURNISHINGS

Each room is furnished with a single bed and mattress, a table, chiffonier, and chair. Each boy is expected to bring:

2 Pairs of Sheets	4 Pillow Cases (Size of pillow,
2 Pairs of Blankets	23 x 29 in.)
2 Counterpanes or Couch Cover	12 Towels
(Size of bed, 6 ft. x 3 ft. 6 in.)	8 Napkins

Each article must be marked with the boy's name and initials, either stitched in or in indelible ink; all trunks should be plainly marked.

Boys should bring, in addition, a napkin ring, drinking glass, toilet soap, bath-robe, rugs (size of room 9x11 ft.), curtains (size of window 6x4½ ft.), brushes, bootblackening, and stormy weather clothes.

ROOMS

Practically all rooms are so placed as to have the sun half of each day. The rooms are cared for by the school servants. However, boys are expected to pick up and put away their clothing and not to leave their rooms in unreasonable disorder.

All rooms are in good condition when assigned to students in September, and each boy is responsible thereafter for damage occurring in his own room. It is expected that each student will exercise the utmost care in avoiding injury to the rooms or halls. Any damage done must be paid for by the student at once. Students must bring only such wall decorations as can be hung from the moulding.

FIREARMS

Students are forbidden to have air guns or firearms of any kind in their possession.

AUTOMOBILES

Students are not allowed to have automobiles or motorcycles at the school.

THE SCHOOL PUBLICATIONS

THE SPECTATOR

Published each week throughout the school year by the students of Lake Forest Academy.

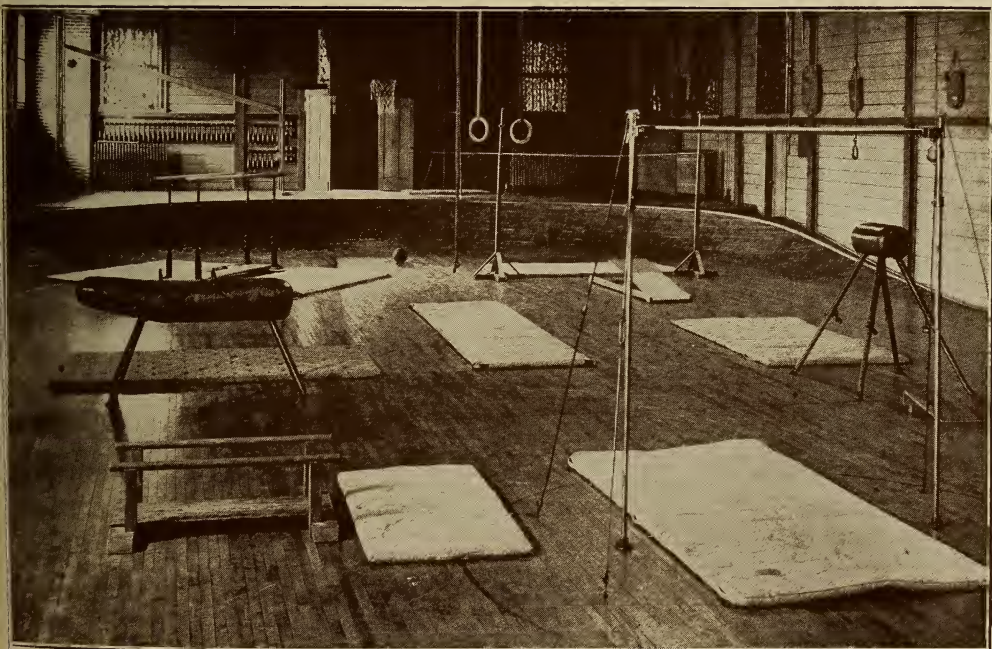
<i>Editor-in-Chief</i>	P. McKAY
<i>Business Managers</i>	{ E. N. WACKERHAGEN
	{ L. E. ABT

THE STAFF

<i>Managing Editor</i>	H. M. NOWLAN
<i>Literary Editor</i>	M. C. BATES
<i>Athletic Editor</i>	R. E. MILLER
<i>Social Editor</i>	LEON MANDEL, II



The Gymnasium



One End of the Gymnasium

THE CAXY

Published annually by the members of the Senior Class.

<i>Editor-in-Chief</i>	H. M. NOWLAN
<i>Managing Editor</i>	M. C. BATES
<i>Business Managers</i>	{ L. E. ABT
	{ P. A. MCKAY
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<i>Art Editor</i>	P. D. BERGEN
<i>Athletic Editor</i>	R. G. OWSLEY
<i>Social Editor</i>	D. K. NEWELL

THE MID-WINTER FESTIVITIES

On the Friday and Saturday nearest Washington's Birthday the school holds each year its "Mid-Winter Festivities." During this time one of the house dormitories is given over entirely to the guests of the members of the school, school work is discontinued for a day and a half, and the school gives its whole time to entertaining its visitors. At this time the Musical Clubs give their concert, the Gargoyle Club presents its annual play, and two dances and a basketball game add to the gayety. The festivities close with the formal Mid-Winter dance on Saturday night.

It is the policy of the school to condense its social activities as far as possible into one short period, rather than permit them to interfere with school work at all times of the year. Healthy social life has unquestioned value in the development of a boy's character, and we believe that the possible danger of an over-emphasis of this side of school life is met more effectually by concentration in this way than by any other method.

THE GARGOYLE CLUB

The Gargoyle Club, the Academy dramatic organization, presents a play annually during the Mid-Winter Festivities.

On February 22nd, 1919, the farcical comedy, "Green

Stockings," written by A. W. E. Mason, was successfully presented. The cast of characters was as follows:

<i>Admiral Grice</i>	LEON MANDEL, II,	'19
<i>William Faraday</i>	PAUL DAVID BERGEN,	'19
<i>Colonel Smith</i>	ARMIN AMES WIDMER,	'20
<i>Robert Tarver</i>	PERCY ALURED MCKAY,	'19
<i>Henry Steele</i>	RICHARD WIGGIN FARNSWORTH,	'20
<i>James Raleigh</i>	HIRAM MERRILL NOWLAN,	'19
<i>Martin</i>	DOUGLAS KINNEY NEWELL,	'19
<i>Celia Faraday</i>	CUTHBERT GUERNSEY MCKAY,	'20
<i>Madge</i>	ALBERT TENNYSON CANDY,	'21
<i>Evelyn</i>	GEORGE MILTON GIBBS,	'20
<i>Phyllis Faraday</i>	GEORGE ADELMER BATES,	'22
<i>Mrs. Chisholm Faraday</i>	GEORGE LA MONTE WEISSENBURGER,	'21

THE MUSICAL CLUBS

The combined musical clubs, consisting of the Glee Club, Mandolin Club, and the School Orchestra, give a concert at Mid-Winter each year. In 1919 the program was as follows:

Lake Forest, Go!—March, written for and dedicated to the Foot- ball Team of 1918	<i>Koepke</i>
ORCHESTRA	
Evening Song	<i>Billeter</i>
GLEE CLUB	
"Treat 'Em Rough"	<i>Tomaso</i>
MANDOLIN CLUB	
"Ballad of the Frog Who Kicked"	<i>Kay</i>
DOUBLE QUARTET	
Poet and Peasant	<i>Suppé</i>
CORNET SOLO—ROY KELLER	
Garden of My Dreams	<i>Hirsh</i>
The Khaki and the Blue	<i>Tomaso</i>
MANDOLIN QUARTET	
Marching	<i>Trotère</i>
GLEE CLUB	



The Football Team



The Football Squad

Hindustan	Weeks
MANDOLIN CLUB	
Flower Song	Lange
ORCHESTRA	
ALMA MATER	
COMBINED CLUBS	

PERSONNEL OF MUSICAL CLUBS

GLEE CLUB

<i>First Tenors—</i>	<i>Second Tenors—</i>
ABT	BERGEN
NOWLAN	M. BATES
KOPF	R. MILLER
G. McKAY	KELLER
HASTINGS	
<i>First Basses—</i>	<i>Second Basses —</i>
P. McKAY	GATES
LITTLE	LINDBERG
WACKERHAGEN	KEYES
FAENSWORTH	NEWELL

MANDOLIN CLUB

<i>First Mandolin—</i>	<i>First Banjo—</i>
NOWLAN	MANDEL
CANDY	WACKERHAGEN
KEYES	KELLER
R. MILLER	SMITH
	BOAK
<i>Second Mandolin—</i>	<i>Second Banjo—</i>
WEISSENBURGER	ABT
KELLOGG	BATES
ALLFREE	FAENSWORTH
	SWAIN

MANDOLIN QUARTET

First Mandolin—

NOWLAN

MANDEL

Second Mandolin—

KELLER

ABT

ORCHESTRA

First Violins—

NOWLAN

FARNSWORTH

Cornets—

CANDY

KELLER

Second Violins—

ALLFREE

WEISSENBURGER

Saxophones—

LITTLE

HESS

Cello—

SCHUSTER

Drums—

HINMAN



The Baseball Team



The Track Team

THE SCHOOL CLUBS

The school is divided into two clubs, the Orange and the Black, which contend with one another for athletic and mental superiority. The membership in these school clubs for 1918-1919 is as follows:

ORANGE CLUB

ALLFREE	COOK, J.	HOLM	ROCHFORD
ANDERSON	DAVIS, E.	IVES	ROSS
ANNING	DAVIS, W.	JEPPESEN	RUDOLPH
BARLOW, C.	DOUAIRE	KELLOGG	SCHUSTER
BATEMAN	EGGERS	KILLOBIN	SHAW, C.
BATES, G.	ELY	KIMBALL	SHAW, H.
BATES, M.	FENLASON	KUEPPER	SMITH, D.
BENNETT	FRAKER	LACEY	THAYER
BOAK, C.	GIBBS	MACRISTY	THOMPSON
BOND	GREENLEE	MAVITY	WACKERHAGEN
BORGSCSCHULZE	HALEY	MCCUEN	WALSH
BUTLER	HANNAH	McKAY	WHEELLOCK
CAMPBELL	HASTINGS	MILLER, R. T.	WHITE
CLIPSON	HESS	MOUAT	WOODARD
COLBURN	HINMAN	NICHOLLS	ZIOCK
	HOGUE	NOWLAN	

BLACK CLUB

ABT	GREGG	MACK	PORTER
ALTMEIER	GROSS	MANDEL	ROGERS
BARLOW, J.	HARVEY	MARTIN	ROHRBACK
BARTON	HERVEY	McCORMICK	SAUNDERS
BERGEN, P.	HOUGHTON	McELHINEY	SHAW, N.
BOAK, R.	HYATT	McKAY, G.	SMITH, M.
BREULEUX	KAHLENBERG	McLEISH	SWAIN
BROWN	KAINER	MILLER, R. E.	THIBODEAUX
CANDY	KAUFFMAN	MONTIELIUS	THOMAS, E.
CLOW	KELLER	NEWELL	THOMAS, J.
COOK, H.	KEYES	OLMSTED	THRUSTON
CRAMER	KIRCH	OWSLEY, P.	TROST
EHRLICHER	KNICKERBOCKER	OWSLEY, R.	TURNER
FARNSWORTH	KOPF	PAGENKOPF	WEISSENBURGER
GATES	LINDBERG	PEARCE	WIDMER
	LITTLE	PENNEY	

THE ATHLETIC ASSOCIATION

Every boy is a member of the Athletic Association. This is under the direction of a Board of Control, consisting of the captains and managers of the various teams, together with the Headmaster and the Athletic Director. The captains are elected by the teams they lead; the managers by the Association. For 1918-1919 these officers are:

Football Captain	A. A. WIDMER
Football Manager	R. W. FARNSWORTH
Basketball Captain	M. C. BATES
Basketball Manager	H. A. MONTELIUS
Track Captain	R. G. OWSLEY
Track Manager	H. C. NICHOLLS
Baseball Captain	W. E. LINDBERG
Baseball Manager	L. E. ABT

THE SCHOOL MONOGRAM

The school monogram in various forms is awarded by the Board of Control to players on the football, basketball, baseball and track teams. The wearers of it for 1918-19 are:

FIRST FOOTBALL, 1918

BERGEN, P., Captain	GATES	WIDMER
McCORMICK	BATES, M.	LITTLE
LINDBERG	KOPF	PAGENKOPF
ROHKBACH	BARTON	OLMSTED
ANDERSON	NEWELL, Manager	

SECOND FOOTBALL, 1918

MANDEL, Captain	SAUNDERS	BREULEUX
OWSLEY, P.	BOAK, C.	HESS
ABT	DOUAIRE	McLEISH
THOMPSON	HINMAN	SHAW, H.
ALLFREE	GIBBS	KNICKERBOCKER



Views in Lake Forest

FIRST BASEBALL, 1918

BOND, Captain	WOODFORD	BATES, M.
BRINKERHOFF	LINDBERG	WURTS
PAGENKOPF	WISE	BERGEN, P.
BASELT, Manager		

FIRST TRACK, 1918

OWSLEY, R., Captain	BERGEN, P.	SHAW, H.
BOND	WISE	BREULEUX
THAYER	WURTS, Manager	

SECOND TRACK, 1918

DEWEY	MANDEL
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TENNIS, 1918

PRESSINGER, Captain	ANNING
WIGGLESWORTH	NOWLAN

HEAVY WEIGHT BASKETBALL, 1919

BATES, M., Captain	BERGEN, P.	ROHRBACK
PAGENKOPF	BARTON	HOLM
MONTELIUS, Manager		

SECOND TEAM

KOPF	LINDBERG	McCORMICK
------	----------	-----------

LIGHT WEIGHT BASKETBALL, 1919

NOWLAN, Captain	McKAY, P.	SHAW, H.
ANNING		TROST

ACADEMY TRACK RECORDS

880 Yard Run	Percival	1:59 $\frac{2}{5}$ sec.
120 Yard Hurdles	Schnur	:15 $\frac{3}{5}$ sec.
100 Yard Dash	Ingersoll and Bauer	:10 sec.
220 Yard Dash	Scott	:22 $\frac{3}{5}$ sec.
440 Yard Dash	Jaicks	:51 $\frac{4}{5}$ sec.
Mile Run	Hamet	4:47 sec.
220 Yard Hurdles	Cotton	:26 sec.
Shot Put (16 lbs.)	Bedell	38 ft. 6 in.
Shot Put (12 lbs.)	R. Owsley	46 ft. 7 in.
Hammer Throw	Alderman	164 ft. 2 in.
Discus Throw	Alderman	125 ft. 7 in.
Javelin Throw	R. Owsley	157 ft. 3 in.
Running High Jump	Bancker	5 ft. 8 $\frac{7}{8}$ in.
Running Broad Jump	Cooper	21 ft. 10 $\frac{1}{2}$ in.
Pole Vault	Myers	11 ft. 6 in.
20 Yard Dash (indoor)	Schnur	:02 $\frac{3}{5}$ sec.
40 Yard Dash (indoor)	<div> <div>Cooper</div> <div>Scott</div> <div>Zimmerman</div> </div>	:04 $\frac{4}{5}$ sec.
60 Yard Dash (indoor)	Schnur and Ingersoll	:06 $\frac{2}{5}$ sec.
300 Yard Dash	Ingersoll	:34 $\frac{1}{5}$ sec.

RELAYS

One Mile Relay (six men, indoor)	<div> <div>Bishop</div> <div>Miller</div> <div>Flewellyn</div> <div>De Bronkart</div> <div>Haynes</div> <div>Barger</div> </div>	3:48 $\frac{2}{5}$ sec.
One Mile Relay (four men, indoor)	<div> <div>Bishop</div> <div>Percival</div> <div>Miller</div> <div>Flewellyn</div> </div>	3:48 $\frac{1}{2}$ sec.

COMMENCEMENT

June 14 and 15, 1918.

FRIDAY, JUNE THE FOURTEENTH

Military Contest	} (Academy Campus) 2:30 P. M.
Tennis Match		
Class Day Exercises	} (Reid Hall Chapel) 4:30 P. M.
Declamation Contest		
Senior Dance (Academy Gymnasium)	 7:45 P. M.

SATURDAY, JUNE THE FIFTEENTH

Graduation Exercises (Reid Hall Chapel) 11:00 A. M.
Commencement Luncheon (Academy Gymnasium)	. . 12:30 P. M.

CLASS DAY EXERCISES

Poem	EDWARD DEWEY
History	GUSTAVE F. WEINFELD
Song—"Fair Lake Forest"	
Prophecy	JOHN JAY WURTS
Announcement of Athletic Honors and Distribution of Prizes . . .	

MR. FLOYD L. BROWN

Song—"Loyalty"	
Ivy Oration	WALDEN WILLIAM PAAPE
Reception of the Spade for the Class of 1918	MARCUS CORNELL BATES
School Cheers	

GRADUATION EXERCISES

THE CHAPEL, 11:00 A. M.

- I. March (*Processional*) MR. M. O. GRUBER
- II. Responsive Reading Led by DR. H. W. WRIGHT
- III. Hymn—"Coronation" Holden
- IV. Prayer REV. GEORGE ROBERTS, JR.
- V. Vocal MR. RANOUS
- VI. Address by Rev. Frank Fitt, Pastor of the Highland Park Presbyterian Church.
- VII. Vocal MISS BURMEISTER and MR. RANOUS
- VIII. Presentation of Diplomas by the Headmaster with the Announcement of Prizes.
- IX. Vocal MISS BURMEISTER
- X. Benediction REV. GEORGE ROBERTS, JR.
- XI. March (*Recessional*) MR. M. O. GRUBER

PRIZES

The Haven Medal in memory of Dr. A. C. Haven is presented by Mrs. A. C. Haven of Lake Forest, Illinois, to the member of the graduating class who has had the highest average in scholarship during his Upper Middle and Senior years.

The Arthur Somerville Reid Medal is given annually by Mrs. Simon J. Reid of Lake Forest, Illinois, to the member of the graduating class who has stood second in scholarship during his Upper Middle and Senior years.

The Hinode Prize of a set of Thackeray is presented by Mr. P. H. McKay of Kobe, Japan, to the member of the Senior Class who, in the judgment of the faculty, speaks the best English in the school.

The Rose Farwell Chatfield-Taylor Memorial Prize of twenty-five dollars in gold is sustained by Mr. H. C. Chatfield-Taylor of Lake Forest, Illinois, and is presented to the member of the Senior Class who by his industry, manliness, and honorable conduct has done most for the life and character of the boys of the school. The award of this prize is made by the faculty after having considered the results of a secret ballot by the boys of the school.

The Fidelity Prize of twenty dollars in gold is presented by a friend of the school to the holder of a scholarship who has made the most satisfactory all-around record in scholarship, industry, athletics, and influence in his class.

The Spies Prize Cup is presented in memory of Franza Spies by Mr. Fred A. Spies of Chicago, Illinois, to the member of the Senior Class who, in the judgment of the faculty, is most proficient in scholarship and athletics combined.

The Loyalty Prize of twenty-five dollars in gold is presented by Mr. P. H. McKay of Kobe, Japan, to the member of the Upper Middle Class who exemplifies the finest school spirit and greatest loyalty to the best interests of Lake Forest Academy. The award of this prize is made by the faculty



A Lake View

after considering the results of a secret ballot by the members of the Upper Middle Class.

The Robert Walsh Memorial Prize of a silver loving cup, sustained by Mr. and Mrs. Edward F. Walsh of Bartlesville, Oklahoma, is presented to the member of the Upper Middle Class who is adjudged to excel in manly purity of character among his classmates.

The Copp Prize of ten dollars in gold is presented by Mr. Herbert Guy Copp of Rock Island, Illinois, to the member of the Upper Middle Class who, in the judgment of the faculty, is most proficient in scholarship and athletics combined.

The Albert Candy Prize of twenty dollars in gold is presented by Mr. Albert Candy of Chicago to that member of the Lower Middle Class who, in the judgment of the faculty, has made the greatest general improvement in studies, conduct, spirit, and attitude in the school.

The Bates Prize of twenty dollars in gold is presented by Mr. A. M. Bates of Chicago to that member of the First Class who, in the judgment of the faculty, has made the greatest general improvement in studies, conduct, spirit, and attitude in the school.

The Clyde Carr Spelling Prize of ten dollars in gold is presented by Mr. Clyde Carr of Lake Forest to the boy who has made the best record in spelling.

High Honor Prizes of ten dollars in gold are given by the faculty to those boys who have High Honor Roll standing for the year.

A prize cup is given by the Athletic Association to the boy who breaks the school record in a track event.

The Pressinger Tennis Cups are given by Mr. W. P. Pressinger of Chicago to the boy winning the annual spring tennis tournament and to the boy winning second place.

Medals are given by the Athletic Association to the winners in the All-Year Tennis Tournament as follows: gold

medal to winner of Group A, silver medal to winner of Group B, and bronze medals to winners of remaining groups.

A prize cup is given by the Physical Director to the boy who makes the best all-around record in the Orange and Black competition.

A prize cup is given by the Athletic Association to the member of the baseball team who has the highest batting average for the season.

The Headmaster's Declamation Cup is presented by Mr. John W. Richards to the boy who is adjudged the winner in the Declamation Contest at Commencement time.

The Club Tennis Cup has been given by the trustees to be contested for in tennis singles between the athletic clubs.

A prize of Books is given annually for excellence in Latin, Greek, Plane and Solid Geometry, Algebra, Trigonometry, French, German, Spanish, History, Physics, Chemistry, English, Physiography, Physiology, and Commercial Geography.

The William C. Dickinson Scholarship of \$1,000 was founded by the Presbyterian Church of Lake Forest for the benefit of a student in the Academy; such student to be appointed by the Session of the Lake Forest Church, or, failing such appointment, by the Headmaster of Lake Forest Academy.

AWARD OF PRIZES, JUNE, 1918

THE HAVEN MEDAL

For Excellence in Scholarship in the Upper Middle and Senior Years

JOHN CLARKE CORDIS MILLER

THE ARTHUR SOMERVILLE REID MEDAL

For the Second in Rank in the Upper Middle and Senior Years

FREDERICK CHRISTIAN BASELT

THE CLYDE CARR SPELLING PRIZE

For the Best Record in Spelling

MARCUS CORNELL BATES

THE PRESSINGER TENNIS CUPS

First Place

Second Place

WHITFIELD PRICE PRESSINGER, JR. JAMES DONOVAN WIGGLESWORTH

THE HEADMASTER'S DECLAMATION CUP

NICHOLAS JOSEPH NELSON, JR.

THE HOBART CHATFIELD-TAYLOR PRIZE

For Excellence in Spoken English

JOHN CLARKE CORDIS MILLER

THE ROSE FARWELL CHATFIELD-TAYLOR PRIZE

For the Senior Boy of Highest General Character

WHITFIELD PRICE PRESSINGER, JR.

THE FIDELITY PRIZE

For the Scholarship Boy with Best All-around Record

HOWARD FRANCIS BOND

Honorable Mention

FREDERICK CHRISTIAN BASELT

FRANK KARL PAGENKOPF

THE TALBOTT PRIZE CUP

For the Senior Boy who has the Best Record in Scholarship and Athletics Combined

WATSON WILLIAM WISE

THE ALBERT CANDY PRIZE

To the Boy of the First or Lower Middle Class making the Greatest
General Improvement
ROBERT POLLOCK ELY

THE BATES PRIZE

To the Three Boys Most Proficient in Military Drill
First Place Second Place
LEON MANDEL, II JOHN JAY WURTS
Third Place
NICHOLAS JOSEPH NELSON, JR.

THE COPP PRIZE

To the Boy in the Upper Middle Class who is Most Proficient in
Scholarship and Athletics Combined
MARCUS CORNELL BATES
Honorable Mention
HIRAM MERRILL NOWLAN

PRIZE CUP FOR HIGHEST BATTING AVERAGE

HOWARD FRANCIS BOND

TENNIS MEDALS

Gold Medal	Bronze Medal
WHITFIELD PRICE PRESSINGER, JR.	DONALD PERKINS ANDREWS
Silver Medal	Bronze Medal
JOHN JAY WURTS	NICHOLAS JOSEPH NELSON, JR.
Bronze Medal	
HERBERT HAYWARD KIMBALL	

BOOK PRIZES

For Excellence in Latin	
GEORGE GRANT MESSERSMITH	HIRAM MERRILL NOWLAN
FREDERICK CHRISTIAN BASELT	WHITFIELD PRICE PRESSINGER, JR.
For Excellence in German	
ROLLIN ELLIS MILLER	FREDERICK HINRICHS

For Excellence in French

EDWARD POOLE LAY

HIRAM MERRILL NOWLAN

WHITFIELD PRICE PRESSINGER, JR.

For Excellence in History

EDWARD POOLE LAY

ARMIN AMES WIDMER

DOUGLAS KINNEY NEWELL

For Excellence in Algebra

JAMES LOWELL COOK

JOHN CLARKE CORDIS MILLER

FREDERICK CHRISTIAN BASELT

For Excellence in Plane Geometry

HIRAM MERRILL NOWLAN

For Excellence in Solid Geometry

JOHN CLARKE CORDIS MILLER

For Excellence in Trigonometry

FREDERICK CHRISTIAN BASELT

For Excellence in Physics

ROLLIN ELLIS MILLER

For Excellence in English

GEORGE GRANT MESSERSMITH

ARMIN AMES WIDMER

ROLLIN ELLIS MILLER

JOHN CLARKE CORDIS MILLER

For Excellence in Chemistry

JOHN CLARKE CORDIS MILLER

For Excellence in Physiology

RICHARD WIGGIN FARNSWORTH

For Excellence in Spanish

ALDEN WATERBURY FIELD

LUCIUS BOOTH SHERMAN, JR.

For Excellence in Physiography

JAMES LOWELL COOK

HONOR ROLLS

FIRST HONOR ROLL

(Above 87)

None

SECOND HONOR ROLL

(80-87)

EDWARD POOLE LAY

JOHN CLARKE CORDIS MILLER

FREDERICK CHRISTIAN BASELT

THIRD HONOR ROLL

(73-80)

HIRAM MERRILL NOWLAN

FRANK RUDOLPH

ROLLIN ELLIS MILLER

HERBERT HAYWARD KIMBALL

ALDEN WATERBURY FIELD

DIPLOMAS AWARDED, 1918

FREDERICK CHRISTIAN BASELT

WHITFIELD PRICE PRESSINGER, JR.

JOHN WILLIAM BRINKERHOFF

HOPE CODY SATTLEY

ALDEN WATERBURY FIELD

WILLIAM HAROLD SEARS

PAUL FERDINAND HAASE

LUCIUS BOOTH SHERMAN

FREDERICK HINRICHS

GUSTAVE FRANKEL WEINFELD

EDWARD POOLE LAY

JAMES DONOVAN WIGGLESWORTH

JOHN CLARKE CORDIS MILLER

MILES STANLEY WILLIAMS

LEONARD JAMES ORTH

WATSON WILLIAM WISE

WALDEN WALTER PAAPE

JOHN JAY WURTS

SOCIAL AND ATHLETIC CALENDAR

WINTER TERM, 1918-19

- | | | |
|----------|--------|---|
| January | 18. | Basketball, Northwestern Academy at Lake Forest. |
| January | 18. | Ferry Hall Faculty Dance. |
| January | 22. | Basketball, Waukegan High School at Lake Forest. |
| January | 25. | Informal Dance. |
| January | 25. | Basketball, Northwestern M. and N. Acad. at Lake Geneva. |
| January | 29. | Basketball, Deerfield Shields H. S. at Highland Park. |
| February | 1. | Motion Pictures at Academy. |
| February | 1. | Basketball, South Bend H. S. at South Bend. |
| February | 8. | Motion Pictures at Academy. |
| February | 8. | Basketball, Northwestern Academy at Naperville. |
| February | 12. | Basketball, Loyola Academy at Chicago. |
| February | 15. | Motion Pictures at Academy. |
| February | 18. | Basketball, Emerson H. S. at Lake Forest. |
| Feb. | 21-22. | Mid-Winter Festivities. Program: Musical Clubs' Concert (Feb. 21, 7:15 p. m.); Informal Dance (Feb. 21, 9:00 p.m.); Basketball game (Feb. 22, 10 a. m.); Gargoyle Club Play (Feb. 22, 2:30 p. m.); Mid-Winter Dance (Feb. 22, 7:00 p. m.) |
| February | 26. | Basketball, Loyola Academy at Lake Forest. |
| March. | 1. | Filipino Singers and Players. |
| March. | 1. | Basketball, Shattuck School at Faribault, Minn. |
| March | 4. | Scottie and his "Stunts." |
| March | 8. | Basketball, Culver Military Academy at Culver, Indiana. |

Students

FIRST CLASS

GEORGE ADELMER BATES
SPERRY BUTLER
CORWITH CRAMER
JACK DANA FENLASON
CHARLES DAGGETT HARVEY
WARREN HASTINGS
RICHARD FRANKLIN HOGUE
LEROY GIFFORD KELLOGG
EDWIN CHRISTIAN MACK
GEORGE FRANCIS MARTIN
EUGENE THOMPSON PORTER
PERCY CECIL ROCHFORD
JAMES HARRIMAN ROGERS
VICTOR RAYMOND ROHRBACK
EUGENE SCHUSTER
CLARENCE WILLIAM SHAW
HAROLD SUTHERLAND SHAW
NORMAN PRATT SHAW
EDWARD MORGAN THOMAS

CHICAGO, ILLINOIS
HUBBARD WOODS, ILLINOIS
LAKE FOREST, ILLINOIS
ROCKY FORD, COLORADO
LAKE FOREST, ILLINOIS
STAMFORD, TEXAS
PAYETTE, IDAHO
DEERFIELD, ILLINOIS
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
OMAHA, NEBRASKA
LAKE FOREST, ILLINOIS
WINNETKA, ILLINOIS
HUBBARD WOODS, ILLINOIS
MILWAUKEE, WISCONSIN
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
MILWAUKEE, WISCONSIN

ALBERT JOSEPH ALTMEIER
ROBERT BOAK, JR.
JAMES ANDREW HERVEY
JAMES POLK McCUEN
PAGE JOSEPH THIBODEAUX, III
ROBERT PIER WOODARD

CHICAGO, ILLINOIS
HUBBARD WOODS, ILLINOIS
ROSWELL, NEW MEXICO
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
OWOSSO, MICHIGAN

LOWER MIDDLE CLASS

HERBERT DORCHESTER ANNING
FLOYD DONALD BATEMAN
CHARLES DONNELLY BOAK
CHARLES AMOS CAMPBELL
ALBERT TENNYSON CANDY, JR.
MILTON TRACY CLOW
GEORGE WOODS COLBURN
HARRY CAMERON COOK
JAMES LOWELL COOK
WILLIAM BREWSTER DAVIS
GEORGE EDWARD DOUAIRE
ROBERT POLLOCK ELY
ROBERT FARGO GREENLEE
ROSCO ALBERT HOLM
LOUIS KING IVES

WINNETKA, ILLINOIS
WILMETTE, ILLINOIS
HUBBARD WOODS, ILLINOIS
PLEASANTVILLE, NEW JERSEY
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
MT. HARRIS, COLORADO
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
WINNETKA, ILLINOIS
CHICAGO, ILLINOIS
ALTON, IOWA
EVANSTON, ILLINOIS

LOWER MIDDLE CLASS—Continued

RALPH CHARLES KIRCH	KEOKUK, IOWA
JOHN LYMAN LACEY	HAVANA, ILLINOIS
WALTER EMIL LINDBERG	CHICAGO, ILLINOIS
JAMES SLEEPER MAVITY	FOWLER, INDIANA
HARRY AUGUSTUS MONTELIUS	PIPER CITY, ILLINOIS
MALCOLM PALMER MOUAT	JANESVILLE, WISCONSIN
FRANK KARL PAGENKOPF	CHICAGO, ILLINOIS
HARLEY CHARLES PEARCE	HILLSBORO, OHIO
AUSTIN ROSS	MILWAUKEE, WISCONSIN
FRANK DOHN RUDOLPH	WINNETKA, ILLINOIS
MAURAN SMITH	CHICAGO, ILLINOIS
AUGUSTUS CHARLES THOMPSON	TOULON, ILLINOIS
OSCAR TURNER	SPRINGFIELD, ILLINOIS
GEORGE LAMONTE WEISSENBURGER	KEOKUK, IOWA
PAUL EDMUND WHITE	OSKALOOSA, IOWA
ROY ZIOCK	ROCKFORD, ILLINOIS

WILLIAM KENNETH HOUGHTON	SHEFFIELD, ILLINOIS
FLOYD CHARLES JEPPESEN	PLAINVIEW, NEBRASKA
DAVID OSMYN SMITH	MANLIUS, ILLINOIS

UPPER MIDDLE CLASS

CHARLES WILLIAM BARLOW, JR.	CHICAGO, ILLINOIS
JOHN WILLIAM BARLOW	CHICAGO, ILLINOIS
JOHN MARSHALL BARTON	HARTFORD, CONNECTICUT
PAUL DAVID BERGEN	MILWAUKEE, WISCONSIN
HOWARD FRANCIS BOND	HILLSBORO, OHIO
AUGUST KLEIN BORGSCHULZE	EVANSVILLE, INDIANA
GEORGE DAVIS BROWN	CARROLLTON, ILLINOIS
EDWARD RICHARD DAVIS, JR.	CHICAGO HEIGHTS, ILLINOIS
JAMES GEORGE EHRLICHER	PEKIN, ILLINOIS
RICHARD WIGGIN FARNSWORTH	JANESVILLE, WISCONSIN
GEORGE MILTON GIBBS	ALTON, IOWA
FRANK LAVERNE GREGG	CHICAGO, ILLINOIS
ALEXANDER JOHN HANNAH	KENILWORTH, ILLINOIS
STURTEVANT HINMAN	WINNETKA, ILLINOIS
ROBERT CHARLES KAINER	CHICAGO, ILLINOIS
ROY JACOB KELLER	JANESVILLE, WISCONSIN
JOHN FARRELL KILLORIN, JR.	DULUTH, MINNESOTA
HERBERT KOPF	NEW BRITAIN, CONNECTICUT
CHARLES FREDERICK KUEPPER	WAUKESHA, WISCONSIN
WALTER AUGUST MACRISTY	NEW BRITAIN, CONNECTICUT
THOMAS GLENN McCORMICK	SPRINGFIELD, OHIO
GUERNSEY CUTHBERT McKAY	KOBE, JAPAN
ROBERT MILLER	LOGANSPOUT, INDIANA
HERBERT CONANT NICHOLLS	WINNETKA, ILLINOIS

UPPER MIDDLE CLASS—Continued

LESLIE BERWYN OLMSTED
 FREDERICK DOYLE PENNEY
 GARVIN SHANDS SAUNDERS
 DONALD DAY SWAIN
 JOHN RHYS THOMAS
 ARMIN AMES WIDMER

PASADENA, CALIFORNIA
 FULLERTON, NEBRASKA
 NEW ORLEANS, LOUISIANA
 ABERDEEN, SOUTH DAKOTA
 MILWAUKEE, WISCONSIN
 CENTERVILLE, IOWA

CHARLES KNICKERBOCKER
 GEORGE WILLIAM McELHINEY, Jr.
 PAUL HARDING OWSLEY
 CHARLES MYNN THRUSTON
 ROBERT WALSH
 THOMAS HAYWARD WHELOCK

CHICAGO, ILLINOIS
 ST. LOUIS, MISSOURI
 WINNETKA, ILLINOIS
 NASHVILLE, TENNESSEE
 BARTLESVILLE, OKLAHOMA
 NEW ORLEANS, LOUISIANA

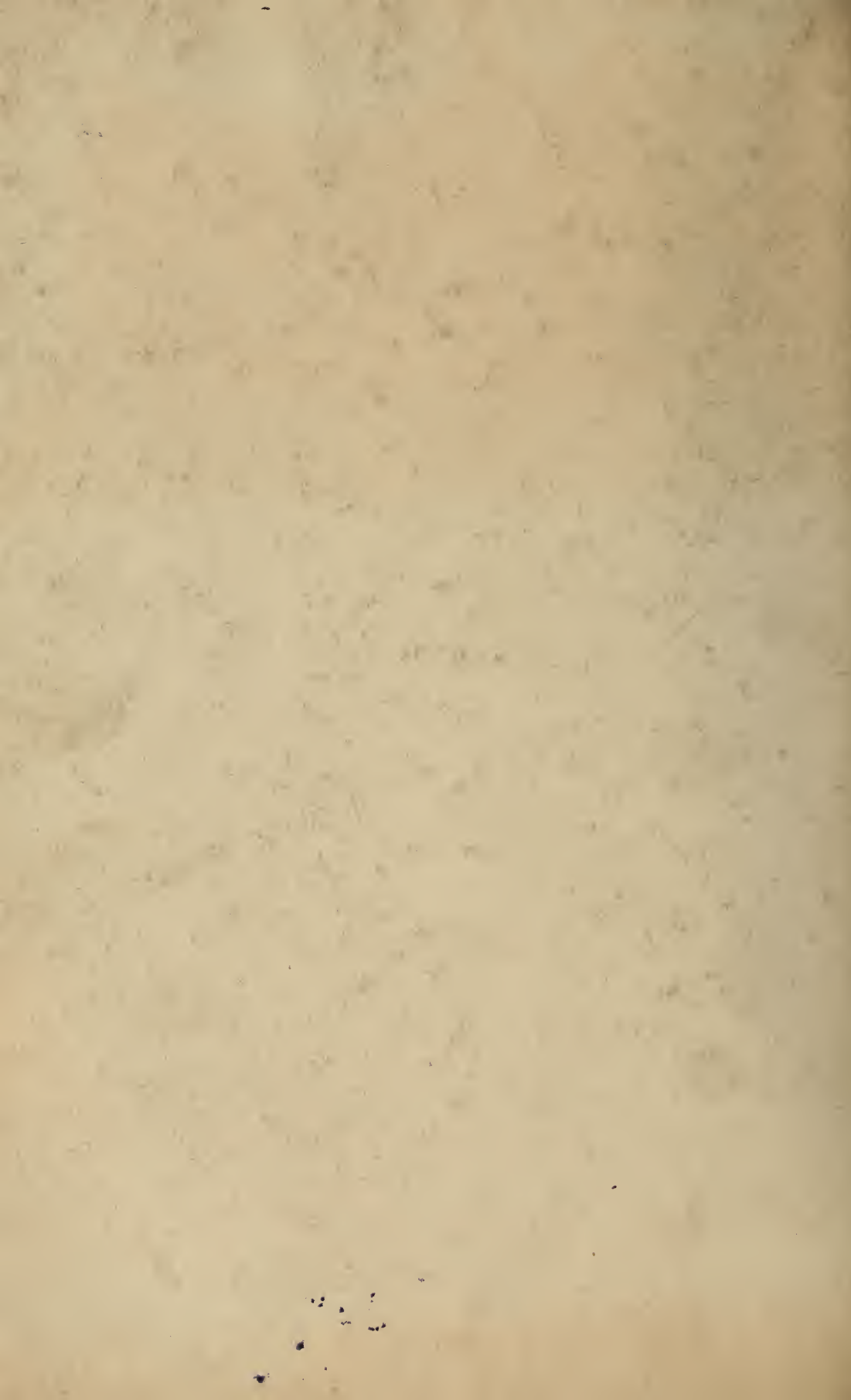
SENIOR CLASS

LAWRENCE EDWARD ABT
 JOHN FRANCIS ALLFREE
 MARCUS CORNELL BATES
 ROBERT CASE BENNETT
 ALOYSIUS ALBERT BREULEUX
 RUSSELL SANFORD CLIPSON
 GEORGE ELMER FRAKER
 JOHN MARVIN GATES
 MARSHALL ALBERT HESS
 HARRY HARDING HYATT, JR.
 ROGER WILLIAM KAHLENBERG
 JOHN HOWELL KAUFFMAN
 ARTHUR HYDE KEYES
 HERBERT HAYWARD KIMBALL
 JOHN LEE LITTLE, JR.
 LEON MANDEL, II
 PERCY McKAY
 ARTHUR EDMUND McLEISH
 ROLLIN ELLIS MILLER
 DOUGLAS KINNEY NEWELL, III
 HIRAM MERRILL NOWLAN
 RANDOLPH GIBSON OWSLEY
 JOHN ALEXANDER TROST
 EDWARD NORTHROP WACKERHAGEN

CHICAGO, ILLINOIS
 NEWTON, IOWA
 CHICAGO, ILLINOIS
 EVANSTON, ILLINOIS
 HILLSBORO, ILLINOIS
 CATLIN, ILLINOIS
 OSKALOOSA, IOWA
 CLINTON, IOWA
 DETROIT, MICHIGAN
 KIRKWOOD, MISSOURI
 TWO RIVERS, WISCONSIN
 DES MOINES, IOWA
 DES MOINES, IOWA
 DAVENPORT, IOWA
 CHICAGO, ILLINOIS
 CHICAGO, ILLINOIS
 KOBE, JAPAN
 FORT BENTON, MONTANA
 LIBERTYVILLE, ILLINOIS
 KENOSHA, WISCONSIN
 JANESVILLE, WISCONSIN
 LAKE FOREST, ILLINOIS
 DETROIT, MICHIGAN
 RACINE, WISCONSIN

CHESTER BURKLEY ANDERSON
 WILLOTT EGGERS
 CHARLES GROSS
 RICHARD ARTHUR HALEY
 MYRON ALDEN THAYER

LAGRANGE, ILLINOIS
 TWO RIVERS, WISCONSIN
 PRINCETON, ILLINOIS
 CHICAGO, ILLINOIS
 ROCKFORD, ILLINOIS



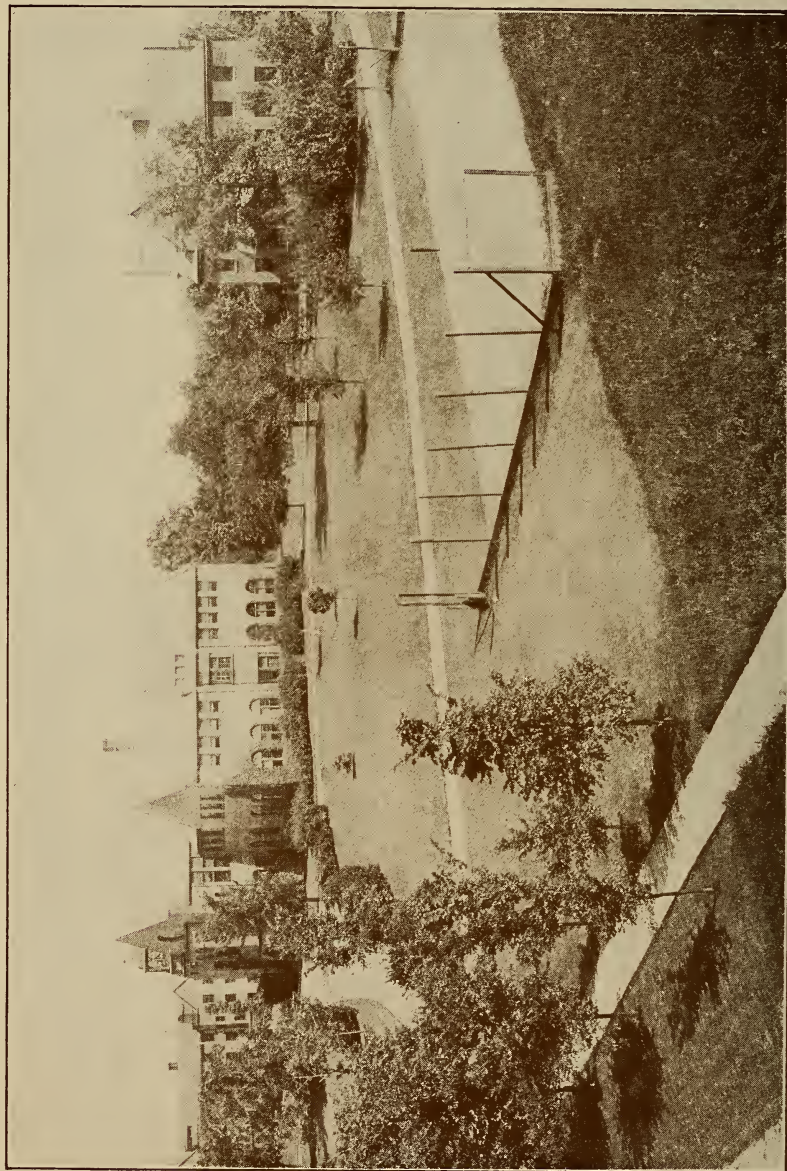
1919-20

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LAKE FOREST ACADEMY



1919-20



Northwest Corner of the Campus

Lake Forest Academy

FOUNDED 1857



Catalogue 1919-20

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NORTH CENTRAL ACADEMIC
ASSOCIATION

MEMBER OF THE
NORTH CENTRAL ASSOCIATION OF
COLLEGES AND SECONDARY
SCHOOLS

Lake Forest, Illinois

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TRUSTEES

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CHARLES E. LATIMER, Assistant Treasurer

ACADEMY COMMITTEE

ALFRED L. BAKER, Chairman	
JOHN V. FARWELL	ALBERT B. DICK
	ERNEST PALMER

FACULTY

HEADMASTER

JOHN WAYNE RICHARDS, A. M. *Mathematics*
(Ohio Northern University; Yale University)

MASTERS

EDMUND JOSEPH RENDTORFF, M. S., E. E. *Physics and Chemistry*
SENIOR MASTER
(University of Wisconsin; Northwestern University)

JOHN DANIEL ROADS, A. B. *Mathematics and English*
(Ohio Wesleyan University; University of Chicago)

ARTHUR LEE EDGINGTON, A. M. *Latin*
(Harvard University)

FLOYD LUCIAN BROWN, A. B. *Physical Training and Mathematics*
(Miami University; Springfield Training School)

ERNEST CARLYLE FREEMARK, PH. B. *History*
(University of Chicago; University of Cambridge)

EDWARD LAWRENCE MILNE, M. S. *Mathematics*
(University of Illinois)

RICHARD PAUL KOEPKE, A. M. *French*
(Sorbonne, Paris; University of Berlin)

THEODORE HERBERT GOULD, A. B. *English*
(Harvard University)

JOSIAH GADDIS VANCE, A. B. *Latin*
(Ohio State University)

EMERALD BEERS WILSON, Ph. B. *Spanish*
(Denison University)

JOHN BENJAMIN PHILLIPS, A. B. *English and Public Speaking*
(Ohio Wesleyan University; University of Wisconsin)

CHAUNCEY ACE PLYLEY, A. B. *Mathematics*

REGISTRAR

(Ohio University)

INSTRUCTORS

HENRY PURMORT EAMES.....	<i>Piano</i>
EDWARD J. FREUND.....	<i>Violin</i>
A. L. BOURNIQUE.....	<i>Dancing</i>
SALVATORE TOMASO.....	<i>Mandolin, Guitar, and Banjo</i>

EXECUTIVE STAFF

BURSAR

SECRETARY TO THE HEADMASTER

F. W. RICHMAN

MISS FRANCES STASKA, S. B.

CHIEF ENGINEER

MATRON

JOHN HUHNKE

MRS. CLARUS H. ROUSH

HOUSEKEEPER

MRS. WILLIAM PEPPER

VISITING PHYSICIANS

B. N. PARMENTER, M. D.

T. S. PROXMIRE, M. D.

RESIDENT NURSE

MISS MARY S. BAER

SUPERINTENDENT OF BUILDINGS AND GROUNDS

WILLIAM PEPPER

ACADEMY CALENDAR

1920

- June 18-19. Commencement.
- June 21-26. College Board Entrance Examinations for boys going to Yale, Harvard, Princeton, Mass. Inst. of Tech., etc.

SCHOOL YEAR 1920-1921

1920

- September 16. Thursday (2 P. M.) *Autumn Term Begins*
- November 25. Thursday . . . Thanksgiving Day (Holiday)
- December 16. Thursday (noon) Autumn Term Ends

Christmas vacation of three weeks.

1921

- January 5. Wednesday (7 P. M.) *Winter Term Begins*
- February 13. Sunday . . . Day of Prayer
- February 18-19. Mid-Winter Festivities
- March 18. Friday (noon) . Winter Term Ends

Spring vacation of eleven days.

- March 29. Tuesday (7 P. M.) *Spring Term Begins*
- June 17-18. Commencement

SCHOOL YEAR 1921-1922

- September 15. Thursday (2 P. M.) *Autumn Term Begins*



Durand House



Remsen House

UNIVERSITY

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Lake Forest Academy

LOCATION

LAKE FOREST ACADEMY is situated in the little town of Lake Forest, Illinois, thirty miles north of Chicago. The town is one of the most attractive of the many beautiful places along the western shore of Lake Michigan. In the natural beauty of the place, with its handsome country homes, and its winding, shaded roads and deep ravines, as well as in the quiet refinement and simplicity which pervade the social life, Lake Forest is decidedly suggestive of the best type of small New England town. It is a five-minute walk from the green campus of the Academy to the high bluffs and the sandy beach of the Lake. The town charter has always forbidden the existence of any saloons within its limits; the sense of civic righteousness and pride is exalted; it is an excellent place for the development of youthful citizenship.

The Academy is about one mile southeast from the Chicago and Northwestern and the Chicago and Milwaukee Electric stations in the town. The Academy buildings may be found easily among their open green lawns and big oak trees. The Academy is situated on the highest point in the neighborhood, itself one of the highest places along the lake, so that the air and sanitation are of the best. There is remarkably little sickness among the boys. Plenty of outdoor exercise on campus and athletic field, plenty of good air and clean living, keep them healthy and well. It would be hard to find a place better adapted for a school than Lake Forest, where masters and boys alike may easily keep in touch with the best things in the great city life of Chicago, and yet enjoy all the scholastic privileges of the quiet, beautiful, healthful country.

Any dangers which might be suggested by the fact that Chicago is an hour by rail from Lake Forest, are obviated by the honor system, maintained by the boys themselves, which absolutely prevents their going into the city without permission from the school authorities.

HISTORY

In 1855, the Rev. Dr. Robert W. Patterson, B. W. Raymond, T. B. Carter, C. H. Quinlan, D. R. Holt, Amzi Benedict, Harvey Curtis, Sylvester Lind, William Bross, C. B. Farwell, Mark Skinner, William Blair, S. L. Brown, J. C. Williams, and other prominent citizens of Chicago and the vicinity, conceived the idea of establishing an educational institution that would be near Chicago and yet always retain the great advantages of a rural situation. Accordingly, in February, 1856, they organized the "Lake Forest Association," and purchased 1300 acres of land along the shore of Lake Michigan, where now stands the town of Lake Forest. During the summer of the following year a charter was secured, and in 1858 Lake Forest Academy became a reality. A two-story wooden building was erected, and there four students, William Atteridge, John Johnson, Ellery Miller, and John C. Patterson, began work under the principalship of Samuel F. Miller. In 1879, this building burned and a new one was erected on what is now part of the college campus. In 1893, the Academy moved to its own campus, where the present houses and school building were erected. In 1906, the Academy gymnasium was opened, and within the last few years large additions to it and to the athletic fields have made the campus one of the best equipped and most extensive of any preparatory school in this part of the country.

During the sixty-two years of its existence, Lake Forest has welcomed many hundreds of students. These "old boys" to-day are filling positions of prominence all over the country, and are living examples of the "Lake Forest Spirit." In 1906, the Lake Forest Academy Alumni Association was formed, and since that time it has been a strong factor in the upbuilding of the institution.

PURPOSES

The aim of the Academy is to provide the best preparatory school education, fitting boys to enter the foremost colleges and scientific schools under the most favorable con-

ditions for instruction, study, and the proper training of character.

The school is not maintained as a profit-making institution, and is therefore free to throw all its resources into furthering the work for which it was designed. The actual cost per boy is considerably in excess of the annual charge. This is made possible by a large endowment income.

SCHOLARSHIP

Every encouragement and healthful incentive is given to faithful study and effort; the boy who persists in idling and in shirking his work will not find the atmosphere congenial. That Lake Forest has been successful in this line is evident from the very large number of her graduates who have done and are doing good work in such colleges and universities as Yale, Harvard, Princeton, Massachusetts Institute of Technology, Williams, Dartmouth, Amherst, Brown, Cornell, Wisconsin, Illinois, Chicago, Michigan, Minnesota, and Nebraska. College entrance examinations for Yale, Harvard, and Princeton, etc., are given at the Academy. Lake Forest Academy credits are accepted by all those colleges and universities that admit students from the best preparatory schools without examination.

Written tests are very frequent, and are an important factor in the estimate of the student's attainment and progress; therefore a pupil whose work in a subject is satisfactory is excused from the formal examination in that subject at the end of the fall and winter terms. All students are required to take the final examinations in June.

To secure the best results in recitation, the school limits the number in a class. The average is about twelve. This enables the masters to devote much individual attention to pupils.

Study hours are observed in the study-hall under the supervision of a master, in order that the pupils may acquire regular habits of study; but boys whose industry and faithfulness justify the privilege are allowed to study in their rooms during the evening study hours. The study-hall list is revised

every two weeks. The hours during which study is held may be ascertained from the list of "daily appointments" on page 18.

A pupil whose scholarship during a term falls below standard in eight or more hours per week is continued in his class only on probation and may be dropped or reclassified at any time at the discretion of the Faculty.

CLASS ADVISERS

In order that boys and masters may be as close together as possible in their mutual work, certain masters are appointed as class advisers. Each class adviser has a group of boys assigned to him, and it is his duty to map out the courses of study for his boys; to hold conferences with them regarding scholarship, conduct, etc.; to assist and advise in the various questions in their school life; to act as their representative in the faculty meetings.

REPORTS

In order that parents may keep in close touch with their sons' progress, official reports are sent every two weeks.

CHARACTER BUILDING

In developing what is undoubtedly most important in the adolescent boy, a strong and pure character, careful and kindly supervision is exercised, yet with such degree of liberty as may seem appropriate for the growing individual. The boy is taught to obey the best in himself. The relation between master and boy is close and friendly, the atmosphere wholesome. Each boy is treated according to the measure of his worth and spirit; no boy whose character is basically sound, and who really shows an earnest desire to do better, will be turned away from Lake Forest. If, unfortunately, an undesirable and incorrigible boy should be admitted, he will easily and quickly be discovered and will not be retained in the school.



Views on the Campus

UNIVERSITY OF ILLINOIS

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RELIGIOUS LIFE

Prominent among the means employed in the development of the best in the boy is religion. The Academy was founded and is conducted under distinctly Christian auspices, and the truth is constantly emphasized that "the fear of God is the beginning of wisdom." The whole student body attends chapel each week-day morning, church on Sunday morning, and Vespers at five o'clock Sunday afternoon. Much thought is given to making these latter services suit the need of young men, and the messages brought to the student deal briefly and helpfully with the vital things of their lives. The greater number of these talks are given by the Headmaster. On Sunday evenings the classes meet for Bible study. Very frequently there is an outside speaker at the chapel exercises. The Rev. George Roberts, the Rev. J. H. Edwards, Dr. John S. Nollen, Dr. John Balcom Shaw, Dr. Joseph A. Vance, Dr. J. G. K. McClure, and the Rev. John Timothy Stone are among those who have brought religious messages at such times. On October the 11th, 1919, Dr. E. A. Jones of Otterbein University, who was teacher and Headmaster at Lake Forest Academy from 1865 to 1869, addressed the School and preached the Sunday Sermon the following day. An occurrence of this kind coming after a lapse of more than fifty years is a notable and unique event in boarding school history.

BUILDINGS AND GROUNDS

The house-dormitories in which the boys and the masters live are grouped in a semi-circle around Reid Hall. The buildings are lighted by electricity, heated from a central plant, and abundantly supplied with pure water by our own system from deep-driven artesian wells. To make assurance doubly sure the water is aerated and then filtered by the latest approved method. An analysis report from the State Board of Health states that it is of unusual excellence.

REID HALL, the gift of Mr. and Mrs. Simon J. Reid, of Lake Forest, contains recitation rooms, the chemistry and

physics laboratories, the Study Hall, the Library, the Chapel, and the offices of the Headmaster. All the rooms have good light and ventilation and excellent furnishings of busts, pictures, casts, maps and books. The laboratories are unusually well equipped for the study of physics and chemistry in a preparatory school, with apparatus approximating \$7,000 in value.

LIBRARY. The school library contains about six thousand volumes. It is open for the use of the students every day. The books have been well selected to assist the members of the school in their studies and to provide good reading in leisure hours. The library contains books of general reference as well as books of special reference in the various courses of study and standard works in poetry, history, literature and high-class fiction. The leading periodicals, magazines, and newspapers are kept on file.

EAST HOUSE, the largest of the student residences, with accommodations for fifty boys, contains apartments for married masters and suites for single masters, together with single rooms and suites for boys.

DURAND HOUSE, the gift of Mr. Henry C. Durand, of Lake Forest, accommodates twenty-four boys, with apartments for single and married masters. The Headmaster's apartments are in this house.

REMSEN HOUSE, the gift of Mr. and Mrs. Ezra J. Warner, of Lake Forest, accommodates thirty-four boys, with masters' apartments as in the other houses. Remsen House also contains the school dining room, where boys and both the unmarried masters and the married masters and their families take their meals. The table seatings are changed every two weeks, thus enabling each boy to become more quickly and better acquainted with all the masters and the other boys in the school.

WEST COTTAGE has accommodations for eight boys and a master's apartment.

THE GYMNASIUM, good when first erected in 1907, has been so enlarged within the last few years as to be scarcely



Front of Chapel from the Balcony



The Library

recognizable. To the large room with its clear space of 100x45 feet for basketball, indoor baseball, and other games, there is now added a large apparatus room, 45x25 feet, a swimming pool, 60x20 feet, and an enclosed cinder track for indoor work in winter. Besides, there is a large dressing-room with steel lockers and hot and cold showers. All the activities in the Gymnasium are very closely watched by the Physical Director. Every boy who comes to the Academy unable to swim, must learn to do so during the year. Instruction in swimming is given without extra charge. Mr. Norman C. B. Cox, director of swimming in the Chicago Athletic Association, wrote at the time of the dedication of the Lake Forest Academy pool: "We must send our boys to a school where they shall be taught to swim and to save life, the younger the better. Any youth of eighteen years of age who has not been taught to swim has not been properly educated. We are only just coming to a realization of this fact. Our Government has not yet awakened to the importance of establishing wide facilities for the teaching of swimming to children; but some of our great schools have. . . . Lake Forest Academy is one of the great educational establishments that in this country are leading the Government and pointing the way."

THE ATHLETIC FIELDS. The Academy is amply equipped with fields for the various outdoor sports. The main athletic field contains a baseball diamond and football field encircled by an oval cinder running track with a 220-yard straightaway. The new alumni field contains a second baseball diamond and football field.

TENNIS COURTS. There are eight excellent tennis courts on the campus.

HOSPITALS. Lake Forest Academy is unusually fortunate in its hospital facilities.

Alice Home Hospital is the gift of the late Mrs. Henry C. Durand. This thoroughly modern institution is primarily intended for students' use. The operating room, known as the "Mr. and Mrs. Cyrus H. McCormick Operating Room," is

complete in every detail. A new sterilizing room has been built, containing a large clothing sterilizer, water sterilizers, etc., all of Kny-Scheerer pattern. The sterilizing room is the gift of Mr. Delavan Smith.

Every possible facility is provided for the care of the infrequent cases of illness. The proximity of Chicago makes it possible to secure the best surgeons in an hour's time when operations are necessary in cases of appendicitis, etc. The charges to students are \$1.50 per day. The value of the hospital and equipment is \$30,000.

The Lake Forest Hospital for Contagious Diseases offers the best resources for combatting infectious and contagious diseases. It has been recently erected and is equipped with steam disinfecting plant and other modern appliances for handling such diseases.

RECENT IMPROVEMENTS

Within the last few years the value of the school plant and equipment has been greatly increased.

In 1912, the school received through the generosity of its alumni and friends a splendid swimming pool and large addition to the gymnasium, costing \$11,000.

During the past six years the following improvements and betterments have been added:

A gift of a large addition to the campus from Mr. Cyrus H. McCormick and Mr. Finley Barrell, \$10,000.

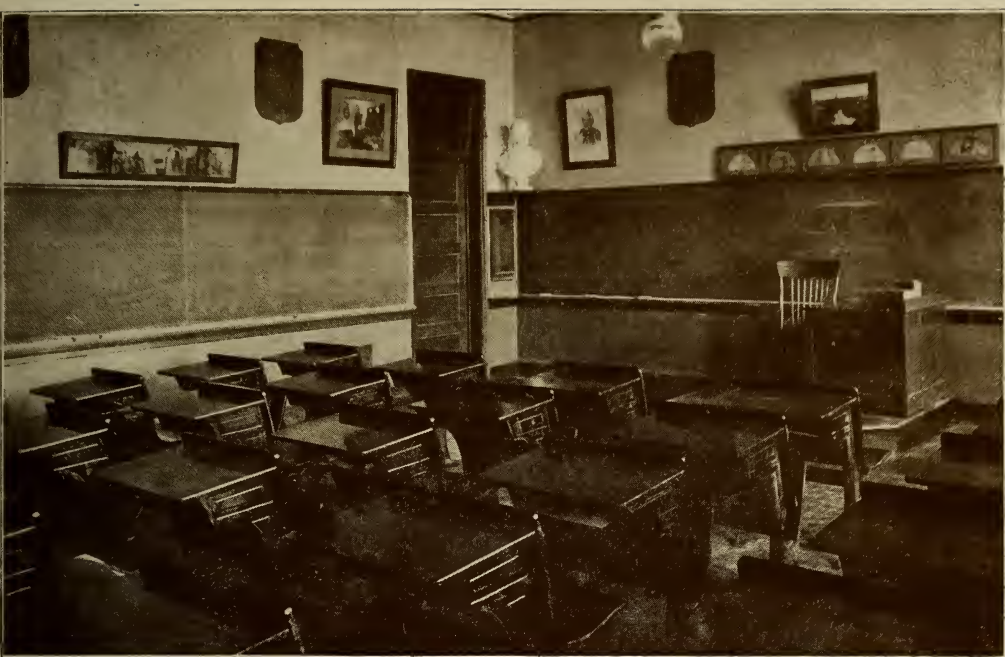
New marble shower baths; new plumbing and sewerage improvements, \$6,000.

Redecorating and refinishing buildings, \$6,000.

New seats in all recitation-rooms and new pews in chapel, \$1,500.

A system of electric gongs installed; new equipment placed in all recitation-rooms.

A Hygeia non-agitating filter with aerating system, capacity 18,000 gallons per hour, installed in the school waterworks system, \$6,000. This filter is the gift of Mr. Louis F. Swift.



A Recitation Room



The Main Corridor in Reid Hall

UNIVERSITY OF MICHIGAN LIBRARY

MAR 3 1 1921



The house dormitories rewired in accordance with the fire underwriters' latest specifications, and new fixtures installed, \$2,000. This is the gift of Mr. Louis F. Swift and a friend of the school.

The school library refurnished by the Class of 1914 and friends, \$1,000.

Cold storage and kitchen addition, \$2,000.

An increase in the available floor space of the gymnasium and a gallery installed, \$1,000.

Addition to the campus, gift of the trustees, \$2,000.

An additional artesian well, 1,200 feet deep, \$4,000.

First-aid room in the gymnasium, therapeutic violet-ray lamp and splendid x-ray outfit, \$1,500.

The value of the Academy plant and equipment now approximates \$450,000.

NEW HEATING AND POWER PLANT

A new heating and power plant has been recently completed. New lines for steam and hot water have been laid and three water tube Stirling boilers have been installed. This excellent plant takes care of its work most admirably. The approximate cost of this great improvement and addition was \$75,000.

DAILY SESSION PLAN

The school is in session six days in the week. The daily schedule begins with chapel at eight o'clock, and closes at one. Particular attention is called to the fact that each afternoon is free for recreation and athletics. The single session plan is one of the most valuable features of the school-keeping system at Lake Forest. Without loss of time for study and recitation it prevents the day from dragging; it affords ample opportunity for getting out in the open for healthful exercise; it introduces adequate time for recreation into each day instead of grouping it all together at some one period, as at the end

of the week, a plan which is patently unwise in a boarding school.

The arrangement of daily appointments is as follows:

- 6:50. Rising-bell.
- 7:30. Breakfast.
- 8:00. Chapel, except on Monday—study period instead.
- 8:25-1:00. Recitations and study.
- 1:10. Dinner.
- 1:45-5:30. Recreation; physical training; athletics.
- 5:30-6:25. Study for boys seriously deficient in work.
- 6:30. Supper.
- 7:00-7:40. Recreation.
- 7:40-9:40. Study for all boys.
- 10:00. Lights out.

SUNDAY APPOINTMENTS

- 8:00. Rising-bell.
- 8:45. Breakfast.
- 10:45. Church.
- 1:15. Dinner.
- 5:15. Vesper service.
- 6:00. Supper.
- 8:45-9:30. Bible Study.
- 10:00. Lights out.

DISCIPLINE

The discipline of the school is not adapted to the incorrigible boy; it presupposes a reasonable amount of self-control and self-respect; the loyal way in which Lake Forest boys respond to such a method is a proof of its value.

The masters undertake friendly supervision with a view to encouraging the habit of efficient self-control. The boys are expected to do right and obey the rules even when a master is not present. A boy who does not respond to this trust, or whose spirit and attitude toward authority are unsatisfactory, or whose character and influence are considered as undesirable



East House



Alice Home Hospital

UNIVERSITY OF ILLINOIS

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in the school, is liable to dismissal from the Academy though no formal or specific charge be made against him.

The school does not employ the usual system of "black marks" imposed upon boys by an individual master on his own responsibility. Boys are admonished by the masters for minor offenses. If a student does not respond to these admonitions, his case is considered by the faculty acting as a whole. The faculty may or may not see fit to censure the boy. Censures are imposed in general for disregard of admonition or for serious and deliberate violations of rules. If a boy receives five censures he is placed "on campus" for not less than three weeks. Should he violate the campus restriction he is dismissed. Should he receive seven censures in any year he is dismissed.

All boys who are admitted to the school are required to give their word of honor as gentlemen in two fundamental things:

First. Since the use of tobacco by growing boys is inconsistent with bodily health and mental vigor, all boys are required to give their word of honor not to use tobacco during term time while under the school rules and regulations.

Second. They are required to give their word of honor not to go, without permission, outside a strip of territory which is approximately bounded by a line three miles north of the school, by a line five miles west of the lake, and by a line five miles south of the school.

The word of honor is jealously guarded by the boys in the Academy, and each new boy must understand thoroughly that complete adherence to his promise will be required by the force of student feeling and action.

If a boy should break his word of honor he would be instantly dismissed.

Any boy who absents himself from his dormitory at night after "lights out," without permission, thereby severs his connection with the school. No explanation will be accepted regarding an infraction of this rule.

THE STUDENT COUNCIL

One of the most potent factors in the inner life of the school is the Student Council organization. The Council consists of nine members chosen by vote of the school. They take the lead among the boys of the school in assuming responsibility for clean living and sound school spirit. The work of the Council has proved of great value in maintaining the school on a high moral plane. The Council confers with students individually and collectively, and advises with the faculty on matters that are of vital importance to a good school.

SECRET SOCIETIES

Fraternities and secret societies are prohibited in the school.

ADMISSION

Parents who wish to enter their sons in the Academy must fill out the application blank, giving the boy's record and the names of at least two responsible persons in their community to whom the Headmaster may refer.

A boy who has been dismissed from some other preparatory school will not be admitted here. Not more than three or four boys will be admitted to the Senior Class, and only those having exceptionally good records in scholarship and conduct will be admitted to this class. Certificates of honorable dismissal from the school formerly attended, together with a statement of the work done there, must be presented. No application will be considered until these requirements have been complied with.

The acceptance of credits from other schools depends upon the standing of such institutions, and also upon their agreement with the graduation requirements of Lake Forest Academy. The Academy reserves the right to require an examination in any subject submitted for credit.

Unless otherwise notified, the Headmaster will suppose that all boys in the Academy are able and permitted to play the regular school games.

The requirements for admission to the First Class are, in general, those which are required for admission to secondary schools. Stress will be laid upon the standing in English and Mathematics.

DAY PUPILS

Although Lake Forest Academy is primarily a boarding school, good opportunities are offered to day students. Boys living in Evanston or farther away are not accepted as day students.

ABSENCE PERMITS

Punctual and regular attendance upon all the exercises of the Academy is required from all boys. Parents are requested to ask as few absences as possible from the Academy, and they are to see that the boys return promptly after vacations. No absence from Lake Forest will be allowed except upon written request from the parents, and then not oftener than twice a term. In urgent cases, telegrams or long distance telephone calls should be directed to the Headmaster. The granting of a parent's request depends upon whether or not the student has campus restrictions. Only by having the heartiest co-operation of the parents in all matters pertaining to school policy can the authorities hope to be thoroughly successful in their efforts for the boy.

COURSES AND REQUIREMENTS

The work of the Academy is arranged in four classes, of which the fourth, or Senior Class, is the highest. In order to receive a diploma from the Academy a student must have satisfactorily completed at least sixteen credits of work. One credit means the completion of work amounting to not less than one hundred and twenty recitation periods of sixty minutes each.

Of the sixteen credits eleven and one-half or twelve and one-half are required as follows:

Four credits in English;

One and one-half credits in Algebra and one credit in Plane Geometry;

Three credits in one foreign language or two credits in each of two foreign languages;

One credit in Physics or Chemistry;

One credit in History.

The remaining four and one-half or three and one-half credits are elective, but must be so distributed that the student can be admitted without conditions to a reputable college or scientific school. A boy's courses are chosen from the tabulated list on page 23, in accordance with the requirements of the college he expects to enter either by certificate or by examination. A boy is not permitted to take less than eighteen or more than twenty-four hours per week.

ARRANGEMENT OF SUBJECTS BY YEARS

	Courses	Units	College Entrance Examinations
First Class	Latin Ia (6)	(1)	Ancient History
	Latin Ib (4)	(1)	
	Algebra I (5)	(1)	
	*English I (5)	(1)	
	Physiology (2)	(1½)	
	Physiography (2)	(1½)	
	Ancient History (5)	(1)	
	Advanced Arithmetic (2)	(1½)	
Lower Middle Class	Latin II (6)	(1)	{ Cæsar-Nepos, Grammar Elementary Composition
	Greek I (5)	(1)	
	Algebra II (4)	(1½)	Algebra I and II
	*English II (4)	(1)	
	French I (5)	(1)	
	German I (5)	(1)	
	Spanish I (4)	(1)	
	Commercial Geography (2)	(1½)	
Upper Middle Class	Latin III (5)	(1)	Cicero-Sallust, Advanced Composition
	Greek II (5)	(1)	Anabasis, Grammar and Composition
	Plane Geometry (5)	(1)	Plane Geometry
	*English III (4)	(1)	English I
	French II (4)	(1)	French A
	German II (5)	(1)	German A
	Spanish II (4)	(1)	Spanish A
	English History (4)	(1)	English History
	Chemistry (5)	(1)	Chemistry
Senior Class	Latin IV (5)	(1)	Vergil-Ovid
	Greek III (4)	(1)	Iliad
	*English IV (4)	(1)	English II
	United States History and Civics (5)	(1)	United States History
	Physics (5)	(1)	Physics
	Advanced Algebra (2)	(1½)	Advanced Algebra
	Trigonometry (2)	(1½)	Trigonometry
	Solid Geometry (3)	(1½)	Solid Geometry
	French III (4)	(1)	French B
	German III (4)	(1)	German B
	Spanish III (4)	(1)	

The figures in parentheses immediately following the various subjects indicate the number of hours per week. The figures in parentheses under the heading "units" refer to units of credit for graduation.

The column headed "College Entrance Examinations" indicates what entrance examinations a student who is going to Harvard, Yale, Princeton, Mass. Inst. of Tech., etc., is prepared for, and when he is best fitted to take them.

*Public Speaking is required of all boys in connection with the English work of each year.

COURSES OF STUDY

FIRST CLASS

ENGLISH—*Literature*, twice a week:

First Term—Homer, "The Odyssey."

Second Term—Irving, "Sketch-Book"; Arnold, "Sohrab and Rustum."

Third Term—Parkman, "The Oregon Trail."

Rhetoric and Grammar, three times a week:

All Terms—Hitchcock, "New Practice Book."

LATIN Ia—"First Year Latin" (Gunnison and Harley). Six times a week.

LATIN Ib—"First Year Latin" (Gunnison and Harley); Cæsar, Books I-II (Walker). Four times a week.

MATHEMATICS—"Elementary Algebra" (Wells and Hart). Five times a week. Advanced Arithmetic (Stone and Millis). Twice a week.

HISTORY—ANCIENT—"Ancient Times" (Breasted). "Ivanhoe" Map Series; numerous standard reference works. Davis' Readings (Volumes I and II) on Greece and Rome, used with text. Note-book work required. Five times a week.

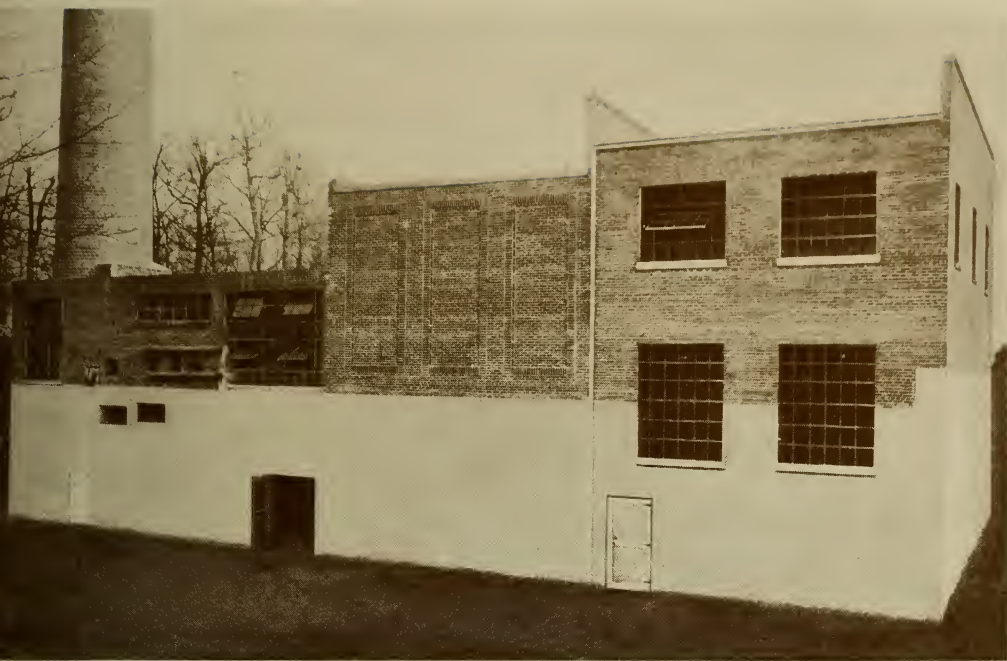
SCIENCE—PHYSIOLOGY—"Elements of Hygiene and Sanitation" (Hough and Sedgwick); "Applied Physiology—Advanced" (Overton). Twice a week. PHYSIOGRAPHY—"Physiography—Briefer Course" (Salisbury). Twice a week.

LOWER MIDDLE CLASS

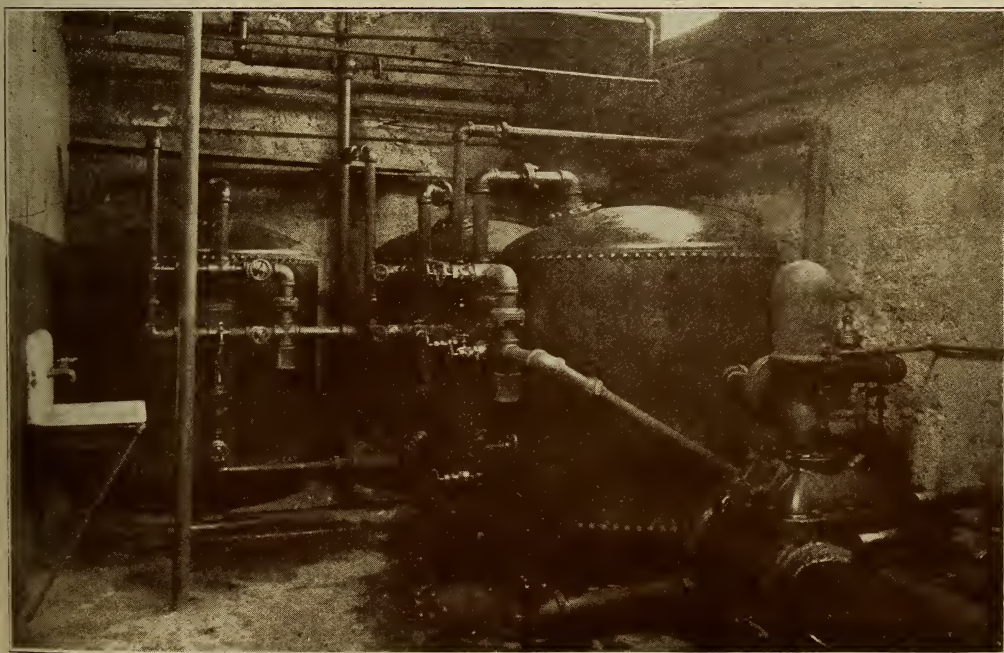
ENGLISH—*Literature*, twice a week:

First Term—Addison, Steele, and Budgell, "Roger de Coverley Papers"; Dickens, "A Tale of Two Cities."

Second Term—Coleridge, "The Rime of the Ancient Mariner"; Scott, "The Lady of the Lake."



New Central Heating and Power Plant



The Swift Filter

JANET BRYCE OF ILLINOIS L.

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Third Term—Scott, "Quentin Durward."

Rhetoric and Grammar, twice a week:

All Terms—Hitchcock, "New Practice Book."

LATIN—Cæsar, Books I-IV (Walker); Nepos (Lindsay); *Review of Grammar*; *Prose Composition* (D'Ooge). Six times a week.

GREEK—"The Elements of Greek" (Ball). Five times a week.

FRENCH—*Grammar*, "Shorter French Course" (Fraser and Squair); *Reading*, "La Belle France." Five times a week.

SPANISH—"Spanish Grammar" (Espinosa and Allen). "Spanish Reader" (Remy and Roessler), one hundred and fifty pages of selected prose. Four times a week.

GERMAN—*Grammar*, Fraser and Van der Smissen's, "German Grammar"; *Reading*, "Vorwärts," (Bacon); "Im-mensee" (Storm). Five times a week.

COMMERCIAL GEOGRAPHY—"Commerce and Industry" (Smith). Twice a week.

MATHEMATICS—"Second Course in Algebra" (through quadratics) (Wells and Hart). Four times a week.

UPPER MIDDLE CLASS

ENGLISH—*Literature*, twice a week:

First Term—Shakespeare, "Julius Cæsar," "As You Like It," and "The Merchant of Venice."

Second Term—Tennyson, "Idylls of the King"; Browning, Selections.

Third Term—George Eliot, "Silas Marner."

Rhetoric and Grammar, twice a week:

First Term—Lamont, "English Composition."

Second Term—Lamont, "English Composition."

Third Term—Frank, "High School Exercises in Grammar."

LATIN—Cicero, "In Catilinam," "De Imperio Pompei," "Pro Archia," "Pro Marcello" (D'Ooge); Prose (D'Ooge). Sallust, Selections. Five times a week.

GREEK—"Anabasis" (Goodwin and White); *Review of Grammar*. Five times a week.

FRENCH—*Grammar*, review based on Fraser and Squair's *Grammar*; *Composition*, "French Composition" (Koren). *Reading*, Daudet's "Le Petit Chose," Pailleron, "Le Monde où L'on S'ennuie." Halévy's "L'Abbé Constantin" and Dumas' "Les Trois Mousquetaires." Four times a week.

SPANISH—*Review of Grammar*, based on Espinosa and Allen. "Spanish Prose Composition" (Umphrey); Hartzenbusch's "Juan de la Viña." Four times a week.

GERMAN—*Review of Grammar*, based on texts read and specially prepared outlines; "Elementary German Composition" (Truscott and Smith); *Reading*, Wildenbruch, "Das Edle Blut"; Baumbach, "Der Schwiegersohn"; Keller, "Romeo und Julia auf dem Dorfe." Five times a week.

MATHEMATICS—PLANE GEOMETRY (Phillips and Fisher). Five times a week.

SCIENCE—CHEMISTRY (Brownlee and others). Lectures, recitations, laboratory work. Five times a week.

HISTORY—ENGLISH HISTORY. "A Short History of England" (Cheyney); "Readings in English History" (Cheyney); "Ivanhoe" Map Series. Note book work is required, based on an outline prepared by the instructor. Four times a week.

SENIOR CLASS

ENGLISH—*Literature*, twice a week:

First Term—Shakespeare, "Macbeth."

Second Term—Milton, "L'Allegro," "Il Penseroso," and "Comus"; Macaulay, "Life of Johnson."

Third Term—Washington, "Farewell Address"; Webster, "First Bunker Hill Oration"; Lincoln, Selections.

Rhetoric, twice a week:

All Terms—A. S. Hill, "The Principles of Rhetoric."

LATIN—Vergil, "Æneid," Books I-VI (Fairclough and Brown); "A Term of Ovid" (Gleason). *Sight Reading*. Five times a week.

GREEK—"Iliad," Books I-III, or equivalent amount of "Odyssey" (Seymour); Prose. Four times a week.

FRENCH—*Review of Grammar, Advanced Composition*, "Exercises in French Composition" (Bruce) and "French Composition" (Mansion). *Reading*, Racine's "Phèdre," Loti's "Ramuntcho," Molière's "Le Médecin Malgré Lui," Hugo's "Les Travailleurs de la Mer."

SPANISH—*Review of Grammar*; Commercial Correspondence (Whittem and Andrade); Commercial Reader (Harrison); "Tres Comedias Modernas" (Moratin); Spanish Magazines and Newspapers. Four times a week.

GERMAN—*Composition*, "Writing and Speaking German" (Pope); *Reading*, Schiller, "Wilhelm Tell"; Baumbach, "Das Habichtsfräulein"; Riehl, "Der Fluch der Schönheit." Four times a week.

HISTORY—**AMERICAN HISTORY AND CIVICS**. "American History" (Muzzey); "Ivanhoe" Map Series. An outline showing the chief events in their proper order and relative importance is prepared by the instructor, and filled out by the students as the basis of a permanent note book. The course in American History is supplemented also by regular work in civics, using Bryce's "American Commonwealth" as a basis for study. Five times a week.

MATHEMATICS—Solid Geometry (Phillips and Fisher), three times a week; Plane Trigonometry (Conant), twice a week; Advanced Algebra (Hawkes), twice a week.

SCIENCE—**PHYSICS** (Rendtorff); Lectures, Recitations, Laboratory Work.

NOTE—Classes are usually not formed for less than four students.

ENGLISH DEPARTMENT

It is primarily the aim of the English Department to prepare boys to meet the demands of the colleges in their entrance requirements in English. To that end, a four-year course has been arranged, in which a wide selection of books from the uniform college entrance list is carefully studied and thoroughly reviewed. It is the endeavor of the Department to have the tests and examinations given at least equal the college entrance examinations in severity, and to have the themes in class based upon topics measuring up to the college entrance standard. The practice in Composition, however, is extended to subjects drawn from everyday experiences of the boys as well as from the books studied in the classroom, but with the emphasis stressed upon the latter, in order to satisfy the stipulations of the colleges. At the close of the third year the class is ready to meet the requirements of English I of the College Entrance Board, the work of the fourth year being devoted entirely to the more advanced demands of English II. At graduation, therefore, a student is prepared in English to enter any of the Eastern colleges that admit only upon examination, or his diploma from Lake Forest will admit him also, without examination in English, to any certificate college that he may desire to enter.

In addition, however, to satisfying these demands on the part of the college entrance requirements, a review of Grammar is required in the first and third years, and a varying course in Rhetoric is followed throughout each of the four years. In all four classes, also, there is held daily a five-minute exercise in spelling, and neat, legible penmanship is strictly insisted upon in all the work of the Department.

Moreover, it is the endeavor of the English Department to cultivate in the students an appreciative enjoyment of good literature, as well as the power to express themselves correctly and effectively. The Library offers, in its collection of books and magazines, a wide field to those who wish to do collateral study or to extend their reading generally.

In co-operation with the Gargoyle Club, too, and in order



Reid Hall



A Corner of the Physics Laboratory

UNIVERSITY

MAY 3 1884



to further an interest in the drama, groups of students, with a master accompanying, are encouraged to attend the performances of Shakespearean plays in Chicago, or of other plays that may be especially worth while, as a study in dramatic expression and for the purpose of witnessing the presentation of great art in literature by noted men and women distinguished for their great art in acting.

LATIN DEPARTMENT

A four-year course in Latin is offered, based on the new requirements for college entrance. In the first year two courses are offered, one of four hours per week for those who have had Latin in grammar school, and one of six hours per week for those who have had no Latin before. The work of the first year consists of thorough drill in the grammar and an introduction to Cæsar. In the second year the required amount of Cæsar and Nepos is read and the grammar reviewed in connection with composition based on the Cæsar. At the end of the first two years the student should be ready for the college examinations in Latin Grammar and Cæsar.

In the third year the prescribed amount of Cicero and Sallust is read and the study of grammar and composition is continued in preparation for the Advanced Composition examination. In the fourth year the required parts of Vergil's *Æneid* are read with selections from the remainder of the work and from Ovid.

The work throughout the entire course is in harmony with the spirit of the new requirements. The student is expected to learn to read Latin and understand it, not merely to grind out a translation and memorize it. To this end translation at sight is made a regular and important part of the work from the start.

GREEK DEPARTMENT

A two- or three-year course in Greek is offered for those who desire it for entrance to college. The first two years are given to the study of grammar and Xenophon's *Anabasis* and the third, to Homer. The same principles underlie the courses

in Greek as those in Latin. Accuracy in grammar work and grasp of the language as shown in sight translation, not the ability to recite fluently a previously prepared translation, are made the basis of the judgment of a student's work.

GERMAN DEPARTMENT

The German course of three years is planned primarily to meet the requirements for admission to the best colleges in the country. The first year is devoted to a careful study of the fundamentals of grammar, the declension of the noun and the adjective, the conjugation of the regular and irregular verbs, the peculiarities of German word order, etc. From one hundred to one hundred and twenty-five pages of easy German are read and translated with especial attention to construction and vocabulary. In the second year one hundred and fifty pages of fairly easy material are read, and in the third year three hundred and fifty pages of more difficult material are read. In both the second and third years the study of composition is carried on regularly. The work of all the years is designed to meet the requirements of the College Board. Boys are then prepared to enter college by certificate of the school, or by examinations.

FRENCH DEPARTMENT

The courses in this department are based on the recommendations of the Modern Language Association of America and the College Entrance Examination Board. The student is advised to have at least one year of Latin before beginning the study of French.

Fraser and Squair's Shorter French Course is used in the first year, covering all the main principles of French grammar, including the more common irregular verbs. During the latter part of the year, much time is spent on dictation and connected composition based on the reader. The second year is given to reading and connected composition, the learning of all but the rare irregular verbs, and a thorough review of the main points of the grammar in preparation for the college Elementary

French examinations. In the third year a systematic review of the grammar is made, extending the study to the finer points, and a large amount of reading is done, including some poetry and works of the seventeenth and eighteenth centuries as well as modern prose. Students who have taken this course successfully should be able to pass the college entrance Advanced French examinations.

Throughout the course the main consideration is accuracy and thoroughness, especially in the mastery of the most important principles of grammar. A good pronunciation is insisted on and dictation is made a regular part of the course. As fast as the classes show the requisite quickness of thought, conversation is introduced, and in the higher courses it is possible to use French almost exclusively in the classroom.

SPANISH DEPARTMENT

The demand for Spanish has become so great that it has been found necessary to offer a three-year course in that language. The aim of the course is to give a good reading knowledge and the ability to write and speak the language correctly. A good pronunciation is insisted on, and conversation is used throughout the course to train the ear. The student who passes the course successfully should be able to read ordinary Spanish prose without difficulty, to understand Spanish when spoken clearly and carefully, and to carry on ordinary conversation.

Espinosa and Allen's Spanish Grammar is used in the first year. The work consists of careful drill in pronunciation and dictation, the study of the rudiments of grammar, and the reading of about one hundred and fifty pages of easy prose. Remy and Roessler's Spanish Reader is used for this purpose, furnishing carefully selected material and an appropriate vocabulary for the actual use of the language in conversation on interesting topics of everyday life.

In the second year the study of grammar is continued with a thorough drill in the irregular verbs and the uses of the subjunctive, in order to prepare the student for the college

examination in Elementary Spanish. Special emphasis is placed on translation and composition work, which in the second half of the year develops into regular Spanish correspondence. Modern Spanish authors (Hartzenbusch, Galdós, Valera) are read throughout the year.

The great and rapidly growing importance of Spanish is being more generally recognized; therefore, the third year of the course is established for those among our pupils who wish to give their knowledge of this language a special commercial finish. Thus a regular course in Spanish business correspondence is conducted, and a commercial reader acquaints the student with actual trade conditions in all Spanish-speaking countries. Spanish newspapers or magazines are read every week and instruction as well as conversation is conducted exclusively in Spanish.

SCIENCE DEPARTMENT

The study of Science begins in the First Class with Physiology and Physical Geography. Chemistry is studied in the third, and Physics in the fourth year.

Chemistry—The chemical laboratory consists of two commodious, well-lighted rooms, equipped with water connections, gas, sinks, re-agent racks, lockers, and drawers, for twenty students. Re-agents, glass ware, and special apparatus are accessible at all times. The equipment approximates \$2,000 in value.

The course consists of a systematic lecture-room and laboratory study of the chief physical and chemical properties of the more common elements and their compounds. Attention is given to the atmosphere, flames, acids, bases, salts, oxidation, reduction, crystallization, manufacturing processes, familiar substances, combining proportions by weight and volume, elementary calculations, symbols and nomenclature, atomic theory, atomic weights and valency, nascent state, the natural grouping of the elements, solution, and electrolysis.

Physics—The physical laboratory is unusually well provided with European and American apparatus, and ranks with



Views in Lake Forest



View in a Ravine

UNIVERSITY OF ILLINOIS

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the best academic laboratories in the country. The value of the apparatus and equipment is approximately \$5,000.

The course gives a thorough foundation in the general physical principles in view of further study in more advanced schools. The lecture-room work is illustrated by qualitative experiments, while those of a purely quantitative nature are reserved for individual investigation in the laboratory.

The aim of the laboratory work is to supplement the student's fund of concrete knowledge and to cultivate his power of accurate observation and clearness of thought and expression. The exercises are chosen with a view to furnishing forceful illustrations of fundamental principles and their practical applications. They are such as yield results capable of ready interpretation, obviously in conformity with theory, and free from the disguise of unintelligible units.

HISTORY DEPARTMENT

The primary aim of the History Department is to introduce the student to historical methods of thinking and to teach him to use historical material intelligently. The standard set by the college entrance examinations in history makes it necessary for candidates to gain the historical view-point, and it is the constant endeavor of the department to secure this end. While regarding this as the most important object to be attained, there is no tendency to neglect the foundation on which it must be based—an accurate and comprehensive knowledge of the essential concrete facts of history.

Every effort is made to develop in the student a true appreciation of the meaning of history. Modern conditions are considered and parallels are constantly drawn. The daily newspapers and the standard magazines are regularly referred to, and students are taught practical lessons in government and politics.

The courses are conducted by discussions in the classroom based upon the text-book, outside reading in standard works, or in collections of extracts from the sources, and by talks from the master. Daily written tests show quickly how well the work

is mastered. The relation of history to geography is constantly emphasized by reference to the globe and wall-maps in the classroom, and by outside work in historical outline atlases. Special attention is paid to map work, and each student is required to keep an accurate note-book.

MATHEMATICS DEPARTMENT

The courses in mathematics are based on the entrance requirements of the leading universities and technical schools. As in the other departments, the subjects usually classed as half-year courses extend throughout the entire school year, thus making it possible for candidates for college entrance examinations to be in the best shape at the end of the school year.

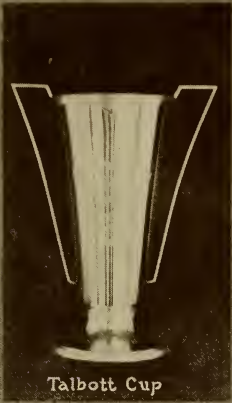
The first year work in Algebra consists of a thorough drill in the fundamentals. The class is divided into small sections, and every effort is made to see that the members of the First Class get an accurate knowledge of Algebra to quadratics.

Through experience it has been discovered that a great many boys who enter Lake Forest Academy know but little Arithmetic, which deficiency is a great disadvantage in their subsequent mathematical work. Not only do they have undue difficulty with Algebra and Geometry but also with the mathematical parts of Physics and Chemistry. It has been decided to offer in the first year a course in Advanced Arithmetic. All boys in the First Class will take this course unless they show by an examination that they have a sufficient knowledge of Arithmetic to make the course here unnecessary for them.

The course is designed especially to help those whose mathematical training has been neglected or whose ability in mathematics is limited. A very definite method will be followed and an earnest effort made to teach boys to think mathematically. In addition to the fundamentals of Arithmetic the course will deal especially with interest, discount, partial payments, involution, evolution, and mensuration, subjects which are of great importance in connection with later mathematics and of value in life outside school.



Walsh Cup



Talbot Cup



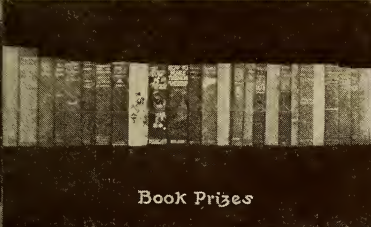
Spies Cup



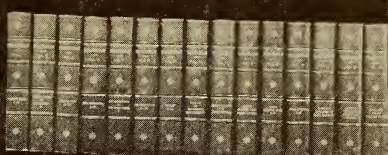
Declamation Cup



McKay Prize-\$25



Book Prizes



Hinode Prize



Faculty High Honor Prizes-\$10-Each



Pressinger Cups



Physical Director's Cup



Baseball Cup



Track Record Cups



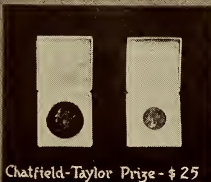
Copp Cup



Left - Haven Medal
Right - Reid Medal



Tennis Medals



Chaffield-Taylor Prize - \$25



Fidelity Prize-\$20



Bates Prize-\$20



Candy Prize-\$20



Cart Prize-\$10

Commencement Prizes

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The second year course in Algebra is devoted to a study of the theory of indices, quadratic equations, graphs, arithmetical and geometrical progressions, and the binomial theorem. At the end of this year the student should be ready for the college entrance examination in Elementary Algebra.

Plane Geometry is studied in the third year. Each student is required to keep a note-book of original problems, which can then be used as a reference book for a systematic review at the end of the year.

For students who are planning to go to technical or engineering schools three courses in mathematics are offered in the Senior year. The three are Solid Geometry; Plane Trigonometry, including a special study of logarithms; and Advanced Algebra. The course in Advanced Algebra is planned to meet the requirements of the scientific and engineering departments of such universities as Yale, Cornell, and the Massachusetts Institute of Technology.

COMMERCIAL GEOGRAPHY

The course is planned to give an exact and intimate knowledge of the production and distribution of the world's great commercial staples, as well as of the progress of its leading manufacturing industries. Although the greater part of the time is devoted to the United States as "a world in itself," comparisons between different countries and regions will not be neglected.

The aim of the course is to impart to the student a clear insight into the scientific foundations of modern commerce and industry, and to enable him to appreciate the high efficiency of the United States as a leader in commercial transactions. The course is recommended to students who intend to go to schools of finance and commerce.

PUBLIC SPEAKING

A course in Public Speaking is maintained throughout the four years of school. The time given to this work amounts to

about one and one-half hours per week. Every boy in school is required to take this course each year that he is a student here. It is a very valuable training for all boys. The master in Public Speaking devotes much thought and attention to the boys' work in this course, and every boy speaks many times each year before his class and before the Orange or the Black Club.

The purpose in this course is not only to give students practice in talking before an audience, but also to aid them in learning to think closely and systematically. For correcting inaccurate and hazy methods of thinking there is no better training than systematizing and briefing material for debate, and this necessary fundamental groundwork is kept thoroughly in mind throughout the course. Teams for debating and declamation contests are chosen each year for competition between the clubs and with other schools.

PHYSICAL TRAINING

Because of a belief in the need of correct physical, as well as intellectual and moral, growth of the students, Physical Training was established in 1910 as a regular department of the Academy. Physical exercise is required five afternoons a week. The physical exercise hour is a regular appointment the same as other required appointments. The aim of the department is to promote health, systematic bodily development, and efficiency, to make a beginning in real physical education.

To this end a system has been established which includes the best of all "systems" of physical training. Recreative work alone will not accomplish this purpose, and the program must include not only recreative work but that which is also hygienic, corrective, educative, and developmental as well. The work is, therefore, required throughout the course.

PHYSICAL EXAMINATIONS

When a boy enters the School his parents are asked to fill out the "Personal History Blank," which contains an outline of past physical condition, including sickness, injuries,

and hereditary tendencies. The data are considered strictly private and are retained by the Physical Director to serve as a basis for advice concerning physical work.

At the beginning of each year every boy is required to have a medical examination by the School Physician, especial attention being given to the heart, lungs, and abdominal organs. No boy is allowed to take up vigorous physical work without this examination.

Each boy is then given a thorough physical examination by the Physical Director. This includes measurements, strength tests, and a complete physical diagnosis. Emphasis is placed upon a study of the heart rate and blood pressure both before and after exercise, and upon postural defects. In case of individual needs the boy is advised as to special work and hygienic habits. His physical condition is closely watched during the year and suggestions are given from time to time as needed. A second examination is given in June for comparative study, and a report of progress is sent to the parents with the student's record.

Supplemental examinations are given throughout the year to all boys who are members of athletic teams to determine whether participation in athletics is having any ill effects.

ORGANIZED ATHLETIC WORK

During the fall term the work consists largely of outdoor athletics, including football, soccer, field hockey, tennis, basketball, and cross country running. During the winter term the work of the gymnasium classes consists of vigorous drill in floor calisthenics, light and heavy apparatus, balancing and breathing exercises, gymnasium tactics, dancing steps, games, etc. The intention is to make this work recreative as well as corrective and strengthening. In classes, students are required to wear regulation gymnasium suits consisting of shirt, long trousers and gymnasium shoes. Opportunity is given for games of basketball, indoor baseball, volley ball, indoor track work, and also for swimming. During the spring term the outdoor work is again resumed, consisting of baseball, tennis,

track and field athletics. The rudiments of the various American athletic sports are taught by actual experience in competition in order to encourage the student's interest in the upbuilding of his own body as well as in popular competitive pastimes.

SWIMMING

Swimming in the gymnasium pool is a compulsory part of the work for all students who are physically fit. If a boy has not learned how to swim before coming to the Academy, he will be taught by competent instructors free of charge. The Physical Department grants a swimming certificate when the work has been completed satisfactorily. Instruction is also given in life saving and resuscitation and a special "Life Saving Certificate and Insignia" is given for proficiency in this course.

TENNIS

Because of our belief in tennis as a splendid form of exercise which can be utilized both in school and in after life, a special effort is made to encourage tennis as a feature of our athletic life. At the opening of the fall term every boy is placed in the ranking list for the all-year tournament. The boys are divided into groups of ten. A boy has the privilege of challenging any one of his own group, and if in first or second place of his group, he may challenge into the next higher group. During the year the ranking list becomes so adjusted that every boy is competing with others of his own ability. In order that even the unskilled players may have some incentive, a medal is awarded at the close of the year to the winner in each group.

INTERSCHOLASTIC ATHLETICS

In addition to the regular physical training work, teams for interscholastic competition in football, baseball, basketball, tennis, swimming, track and field athletics are organized and trained by special faculty coaches. Several teams are organized in each department of athletics in order that all boys may compete with others of their own age and



The Mid-Winter Dance



The Musical Clubs

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size. No boy need sit idly on the side-lines. Lake Forest Academy teams have always made a creditable record for true sportsmanship in competition with other teams. Most of the games are played at the Academy, no trips being taken that keep the students away over night. No student is allowed to enter interscholastic competition unless he keeps his studies up to passing grade in at least three full courses of academic instruction. The Academy stands for purity in athletics as well as in the personal life of the boy. Unless objection is received from the parents or guardians it is assumed that the students have permission to compete in all athletics. There are on the campus, two baseball diamonds, two football fields, eight tennis courts, and an oval cinder running track with a 220-yard straightaway.

ORANGE AND BLACK CLUBS

In addition to the regular Academy athletic teams, two athletic clubs have been organized among the students for competition. These two clubs are named for the Academy colors, Orange and Black. Each student is enrolled in one of these clubs when he first enters the Academy.

The chief purpose of the clubs is to encourage intra-mural athletics. It has been proved conclusively that properly directed play and exercise are as essential factors in the most desirable development of students as any subject in the curriculum. Athletics in high schools are now subjected to more or less criticism for the reason that their nature is not such as to permit more than a comparatively small percentage of the students to participate successfully therein. This undesirable condition of affairs has been corrected here, and an examination of the annual schedule will show that Lake Forest cannot be included in the list of schools which give only "the favored few" the benefit of instruction.

All sports are more exhilarating and consequently more profitable when the spirit of competition is introduced. Our plan includes both team and individual competition. Club teams are organized in the chief sports. Emphasis is placed also on individual events such as punting, drop kicking, and

forward passing in football; goal throwing in basketball; diving and swimming; all track and field events; and numerous events suitable for indoor competition during the winter.

The scoring system is so arranged that *every* boy in school, no matter how unskilled he is, may score one or more points for himself and for his club in *every* event. Special incentive is offered to better the initial effort and thus to score more points for each additional accomplishment.

By this variety of athletic sports students are prevented from overspecializing in any one sport. To give further encouragement to general development, the Physical Director offers a prize for the winner of the all-around competition.

GENERAL HEALTH CONDITIONS

The health of the student is safeguarded in every possible way. The school employs a trained nurse who lives at the school and is available at all times. She and the Physical Director keep constant watch over sanitary and hygienic conditions. The nurse makes inquiries every morning in each dormitory, co-operating with the House Masters to forestall sickness, and gives personal attention to all cases of illness. In every case of illness that keeps a student from his regular work, a physician is called immediately and if it is the physician's opinion that the boy will be in bed more than one day, he is sent to Alice Home Hospital. Here he receives the best of treatment under the care of excellent physicians and trained nurses. A special student rate of a dollar and a half per day is charged, not including the physician's fees.

EMERGENCY TREATMENT

A new "First Aid" room has been added to the facilities of the Department of Physical Education. The room, twelve feet by twenty feet, is finished in the most sanitary manner. All furniture is white enameled. The equipment includes an electric stove, an electric heating pad, an electric massage machine, the latest type of "Therapeutic Arc Lamp," and a



Views on the Athletic Fields

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modern X-Ray Machine. The services of the Physical Director are available to the boys at practically any hour of the day. Emergency treatment is the only treatment attempted by the Director. Included in such cases are bruises, contusions, sprains, slight wounds, skin abrasions, and so forth. Cases requiring medical treatment are referred to the School Physician.

PHYSIOLOGY

The aim of this course is to give the student elementary but practical knowledge of the structure, function, and care of the body, and of sanitary conditions under which we live. The course is two hours a week and is correlated with the work in physical training.

MUSIC DEPARTMENT

Arrangements for the study of music may be made with Henry Purmort Eames in piano; with Edward J. Freund in violin; with Signor Salvatore Tomaso in mandolin, guitar, and banjo. Charges for such study are extra.

The Glee Club, Mandolin Club, and Orchestra, trained by masters in residence at the school, give ample opportunity for ensemble practice, both instrumental and vocal. The joint concert given by the combined Musical Clubs is one of the notable features of the Mid-Winter Festivities held in February, and much emphasis is placed on the function properly performed by musical organizations in the life of the school.

DANCING

Lessons in modern dancing are given by Mr. A. L. Bournique. Mr. Bournique has had a long and successful experience as a teacher of dancing and ballroom etiquette.

LECTURES AND ENTERTAINMENTS

A prominent feature of the school life in recent years has been the Entertainment Course, which has brought to Lake

Forest Academy many notable people. As far as possible the entertainments are arranged to fall on Saturday evenings.

The school owns a latest model 6A Powers Motion Picture Machine, equipped with special Gunloch lens and compensarc device. After study hall on the Saturday evenings when there is no lecture or other entertainment, motion picture entertainments are given. Pictures are shown which are both educational and entertaining.

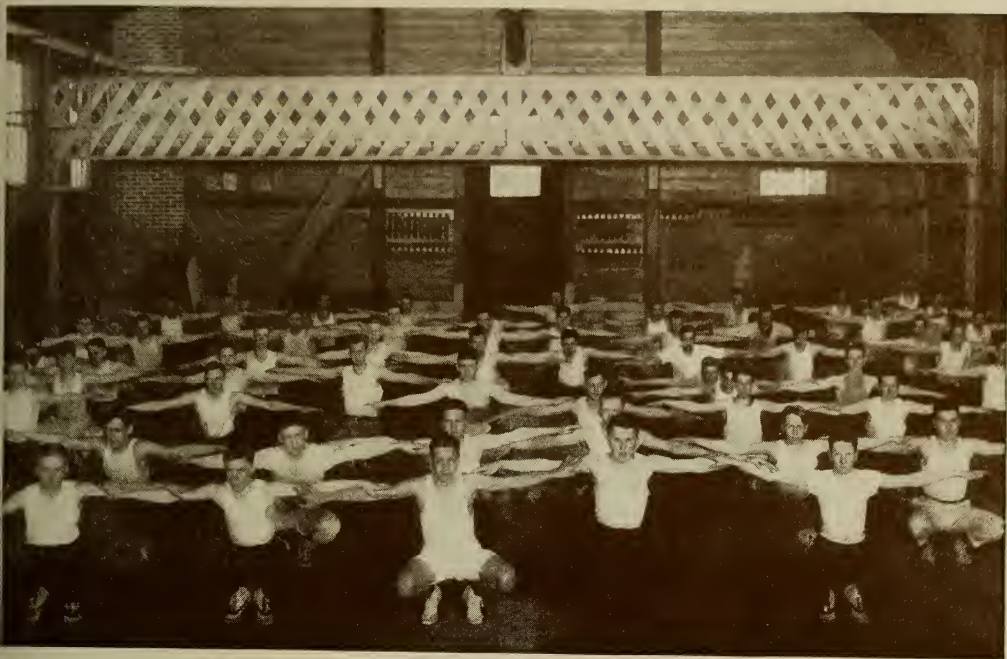
In the past few years the lecture course has brought to the Academy such people as the following: Alfred Noyes; Mme. Carolina White; Leland Powers, Reader; The Metropolitan Grand Quartette; Frank Speaight, Interpreter of Dickens; Ralph Bingham, Humorist; W. W. Ginn, in "The Man from Home"; Laurant, Magician; Benjamin Chapin, "Lincoln"; Wilbur Arthur, "Monsieur Beaucaire"; Ross Crane, Cartoonist; George Underhill, Interpreter of Dickens; The Rawies, South Sea Islanders; Bohumir Kryl, the famous bandmaster and cornetist; Montraville Wood, Scientific Lecturer; The Zoellners, Musical Company; The Bostonian Sextette; Wm. M. Lewis, Lecturer; Kortschak, Violinist; Miss North, Soprano Soloist; The Ben Greet Players; and many others.

EXPENSES

The tuition for day pupils is \$250.00 for the year. This covers all charges except the fees mentioned below.

The charge for boarding pupils is \$950.00 for the year. This covers tuition, living expenses, and the washing of thirty pieces per week.

Pupils are received only for the entire year, except in the event of vacancies, which will be filled for the remainder of the year. *No deduction from the annual charge is made for the students who are dismissed or who leave after the opening of the year, except in cases of continued illness lasting three months or more, and then under no condition will more than half the charges be refunded.* For the convenience of patrons, the annual charge of \$950.00 may be divided into two payments, \$475.00 due on the opening day of the school year, and \$475.00 due on January 15th.



A Physical Training Class



The Football Squad

UNIVERSITY OF ILLINOIS

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LABORATORY AND OTHER FEES

Physics or Chemistry per year \$15.00

These charges are to cover the use of apparatus and the cost of material.

Lecture Course and Library per year \$15.00

Athletics per year 15.00

These fees cover the admission to all home games and lectures as well as to the privileges of the Athletic Association.

Mending Clothing per year \$10.00

Graduation Fee 5.00

Parents are requested to allow only a limited amount of spending money. Neglect of this request will work strongly against the best interests of the boy.

The Academy has its own book and athletic stores. Besides books, the boys may here buy, or order, gymnasium and other outfits, stationery, pennants, etc. Only a limited amount of credit is given.

ROOM FURNISHINGS

Each room is furnished with a single bed and mattress, a table, chiffonier, and chair. Each boy is expected to bring:

- | | |
|------------------------------------|---------------------------------|
| 2 Pairs of Sheets | 4 Pillow Cases (Size of pillow, |
| 2 Pairs of Blankets | 23 x 29 in.) |
| 2 Counterpanes or Couch Cover | 12 Towels |
| (Size of bed, 6 ft. x 3 ft. 6 in.) | 8 Napkins |

Each article must be marked with the boy's name and initials, either stitched in or in indelible ink; all trunks should be plainly marked.

Boys should bring, in addition, a napkin ring, drinking glass, toilet soap, bath-robe, rugs (size of room 9x11 ft.), curtains (size of window 6x4½ ft.), brushes, bootblacking, and stormy weather clothes.

ROOMS

Practically all rooms are so placed as to have the sun half of each day. The rooms are cared for by the school servants. However, boys are expected to pick up and put away their clothing and not to leave their rooms in unreasonable disorder.

All rooms are in good condition when assigned to students in September, and each boy is responsible thereafter for damage occurring in his own room. It is expected that each student will exercise the utmost care in avoiding injury to the rooms or halls. Any damage done must be paid for by the student at once. Students must bring only such wall decorations as can be hung from the moulding.

FIREARMS

Students are forbidden to have air guns or firearms of any kind in their possession.

AUTOMOBILES

Students are not allowed to have automobiles or motorcycles at the school.

THE SCHOOL PUBLICATIONS

THE SPECTATOR

Published each week throughout the school year by the students of Lake Forest Academy.

<i>Editor-in-Chief</i>	H. H. KIMBALL
<i>Business Managers</i>	{ H. F. BOND
	{ A. T. CANDY, JR.

THE STAFF

D. D. SWAIN
C. G. MCKAY

J. L. COOK, JR.
M. P. MOUAT

R. W. FARNSWORTH

THE CAXY

Published annually by the members of the Senior Class.

<i>Editor-in-Chief</i>	D. D. SWAIN
<i>Managing Editor</i>	R. W. FARNSWORTH
<i>Business Managers</i>	{ J. W. BARLOW A. ROSS
<i>Assistant Business Manager</i>	J. L. COOK, JR.
<i>Literary Editor</i>	H. H. KIMBALL
<i>Art Editor</i>	A. H. KEYES
<i>Athletic Editor</i>	A. A. WIDMER
<i>Social Editor</i>	G. M. GIBBS

THE MID-WINTER FESTIVITIES

On the Friday and Saturday nearest Washington’s Birth-day the school holds each year its “Mid-Winter Festivities.” During this time one of the house dormitories is given over entirely to the guests of the members of the school, school work is discontinued for a day and a half, and the school gives its whole time to entertaining its visitors. At this time the Musical Clubs give their concert, the Gargoyle Club presents its annual play, and two dances and a basketball game add to the gayety. The festivities close with the formal Mid-Winter dance on Saturday night.

It is the policy of the school to condense its social activities as far as possible into one short period, rather than permit them to interfere with school work at all times of the year. Healthy social life has unquestioned value in the development of a boy’s character, and we believe that the possible danger of an over-emphasis of this side of school life is met more effectually by concentration in this way than by any other method.

THE GARGOYLE CLUB

The Gargoyle Club, the Academy dramatic organization, presents a play annually during the Mid-Winter Festivities.

On February 21st, 1920, the light comedy, “The Bigelows’

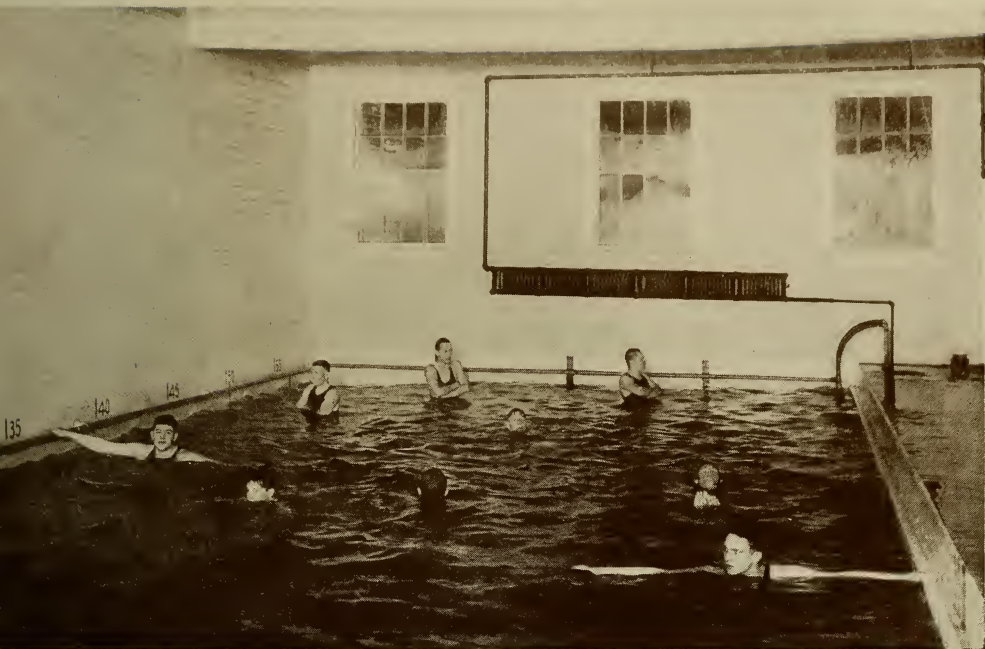
Butler," was very successfully presented. The cast of characters was as follows:

<i>Joshua Bigelow, a wealthy American</i>	GEORGE MILTON GIBBS,	'20
<i>Laurence Daubrey, Lord Carstairs, at first known as Joseph Higgins, the Bigelows' Butler</i>	DON DAY SWAIN,	'20
<i>Peter McEnnis, of London, England</i>	RICHARD WIGGIN FARNSWORTH,	'20
<i>Alexander Saunders, alias "Slick Sandy"</i>	ARMIN AMES WIDMER,	'20
<i>Jimmy Ruggs, his partner</i>	CUTHBERT GUERNSEY MCKAY,	'20
<i>Rev. Samuel Corse</i>	GARNER CECIL PARR,	'21
<i>Charles Trethway, an American tourist</i>	HAROLD FRANK BIEBESHEIMER,	'20
<i>A Police Inspector</i>	GERALD THOMAS MCGRATH,	'21
<i>Jarrocks, footman</i>	ALBERT TENNYSON CANDY, JR.,	'21
<i>Mrs. Bigelow</i>	GEORGE LA MONTE WEISSEN- BURGER,	'20
<i>Frances, her daughter</i>	BYRON S. HARVEY, JR.,	'21
<i>Hooper, maid</i>	JACK DANA FENLASON,	'22

THE MUSICAL CLUBS

The combined musical clubs, consisting of the Glee Club, Mandolin Club, and the School Orchestra, give a concert at Mid-Winter each year. In 1920 the program was as follows:

1. Angel's Serenade : Braga
TENOR SOLO AND ORCHESTRA
2. Song of the Armorer Nevin
GLEE CLUB
3. My Baby's Arms Tierney
MANDOLIN CLUB
4. "Jean" Burleigh
"Honey Chile" Adams
MR. WILSON



One End of the Swimming Pool



The Gargoyle Club Play

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- 5. a. Barcarole *Tomaso*
 b. In Dulci Jubilo *Tomaso*
 MANDOLIN QUARTETTE
- 6. Kentucky Babe *Geibel*
 GLEE CLUB
 Senior's Lullaby, Duet *Koepke*
 MESSRS. WILSON AND ALEXANDER
- 7. Dardanella *Bernard*
 Venetian Moon *Goldberg*
 MANDOLIN CLUB
- 8. Darling, Come Dance with Me, Minuet *Koepke*
 ORCHESTRA
- 9. Alma Mater *McLeod Boyle, 1914*
 COMBINED CLUBS

PERSONNEL OF MUSICAL CLUBS

GLEE CLUB

- | | |
|----------------------|------------------------|
| <i>First Tenors—</i> | <i>Second Tenors—</i> |
| KOPF | GRAHAM |
| McKAY | McGRATH |
| ALEXANDER | SWAIN |
| WEISSENBURGER | MR. WILSON |
| <i>First Basses—</i> | <i>Second Basses —</i> |
| FARNSWORTH | KEYES |
| KELLER | ROSS |
| | SMITH, W. |

MANDOLIN CLUB

- | | |
|------------------------|---------------------|
| <i>First Mandolin—</i> | <i>First Banjo—</i> |
| CANDY | COOK, H. |
| DAYTON, J. | FARNSWORTH |
| GRAHAM | HAER |
| KIMBALL | HALL |
| NICHOLLS | HARVEY, B. |
| SANDERS | STEPHEN |
| SCHUSTER | SWAIN |
| WEISSENBURGER | THOMAS, S. |
| TRIMBLE | |

Second Mandolin—

HILL

Second Banjo—

KELLER

KELLOGG

MANDOLIN QUARTET

First Mandolin—

FARNSWORTH

WEISSENBURGER

Second Mandolin—

KELLER

GRAHAM

ORCHESTRA

First Violin—

FARNSWORTH

Cornet—

KELLER

Second Violins—

LIBBY

REED

Saxophone—

THOMPSON

Flute—

HILL

Drums—

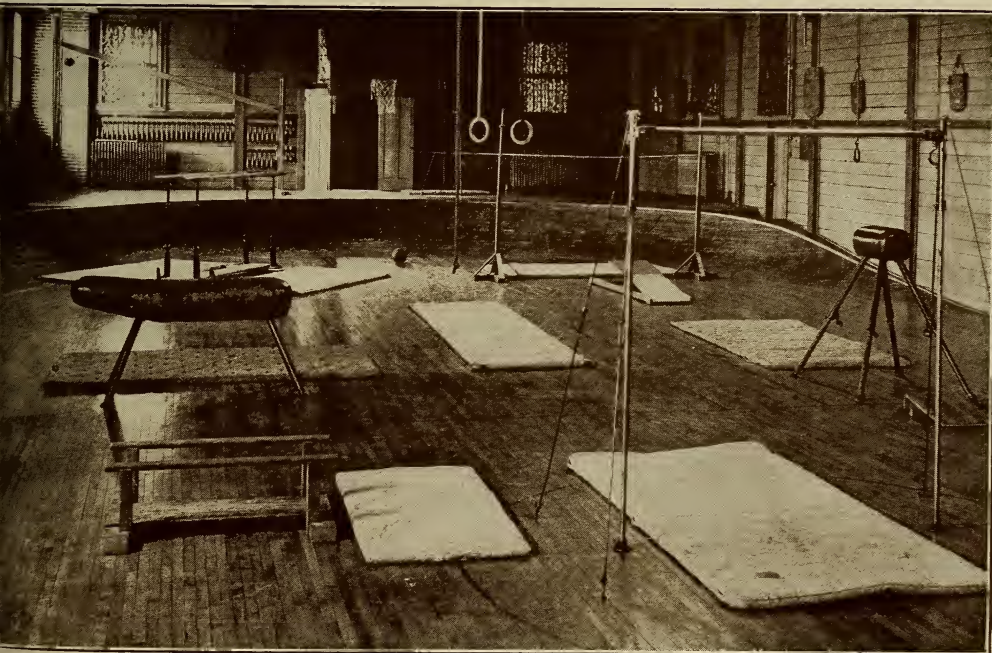
STEPHEN

Piano—

MR. KOEPKE



The Gymnasium



One End of the Gymnasium

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THE SCHOOL CLUBS

The school is divided into two clubs, the Orange and the Black, which contend with one another for athletic and mental superiority. The membership in these school clubs for 1919-1920 is as follows:

ORANGE CLUB

ALLFREE	COOK, J.	JAMISON	ROSE
BASSETT	CRAIG	JONES	ROSS
BATEMAN	CUSTER	KELLOGG	RUDOLPH
BATES, G.	DAYTON, B.	KIMBALL	RUSSELL
BATES, M.	DAYTON, J.	LACEY	SANDERS
BAUGHMAN	DAVIS	LANSING	SCHUSTER
BIEBESHEIMER	DOOLITTLE	LAYLAND	SMITH, S.
BINNS	DURAND	LIGHT	SMITH, W.
BOND, F.	ELY	LOW	THIESEN
BOND, H.	EVANS	MACRISTY	THOMAS, S.
BONNIFIELD	FENLASON	McCLINTOCK	THOMPSON
BORGSCULZE, A.	GIBBS	MERKLE	TILDEN
BUTLER	GORDON	MOUAT	WAGNER
CATCHPOLE	GRIFFITH	NICHOLLS	WARREN
CHRISTENSEN	HASTINGS	ORTH	WORTHINGTON
CLARKE	HEATON	PATTISON	ZIOCK
CLONEY	HEINE	RAMSAY	

BLACK CLUB

ADAMS	EHRLICHER	KEYES	PATTEN
ALEXANDER	FARNSWORTH	KOPF	PEARCE
ALLER	FOX	JOHNSEN	REED
AUSTIN	GRAHAM	LEETE	ROHRBACK
BAHNSEN	GREGG	LIBBY	RUSH
BARLOW	GRIMM	LOTZ	SAUNDERS
BECK	GUNTHER	MACK	SCHMIDT
BLACK	HAFER	MARTIN	SMITH, R.
BORGSCULZE, W.	HALL	McCORMICK	STEPHEN
BROWN	HARRIS	McGRATH	STONE
CANDY	HARVEY, B.	McKAY	SWAIN
CLOW	HARVEY, D.	MERIGOLD	SYLVESTER
COLE	HILL	MILTON	THOMAS, E.
CONNER	HOLLAND	MONTELIUS, A.	TRIMBLE
COOK, H.	HOLM	MONTELIUS, H.	WEISSENBURGER
COVERT	KELLER	PAGENKOPF	WIDMER
		PARR	

THE ATHLETIC ASSOCIATION

Every boy is a member of the Athletic Association. This is under the direction of a Board of Control, consisting of the captains and managers of the various teams, together with the Headmaster and the Athletic Director. The captains are elected by the teams they lead; the managers by the Association. For 1919-1920 these officers are:

Football Captain	A. A. WIDMER
Football Manager	R. W. FARNSWORTH
Basketball Captain	V. R. ROHRBACK
Basketball Manager	J. L. COOK, JR.
Track Captain	H. C. PEARCE
Track Manager	A. BORGSCHULZE
Baseball Captain	R. A. HOLM
Baseball Manager	W. B. DAVIS

THE SCHOOL MONOGRAM

The school monogram in various forms is awarded by the Board of Control to players on the football, basketball, baseball and track teams. The wearers of it for 1919-1920 are:

FOOTBALL, 1919

FIRST TEAM

WIDMER, Captain	KOPF	McGRATH
PATTISON	HOLM	McCLINTOCK
SYLVESTER	ZIOCK	MACRISTY
LAYLAND	SAUNDERS	PAGENKOPF
ROHRBACK	McCORMICK	FARNSWORTH, Manager

SECOND TEAM

CLONEY	JAMISON	HARVEY, B.
DAYTON, B.	PEARCE	McKAY
SWAIN	CONNER	HOLLAND
WAGNER	ALLER	THOMPSON
BATEMAN		CATCHPOLE



The Baseball Team



The Track Team

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BASEBALL, 1919

FIRST TEAM

HOLM, Captain	GIBBS	BARTON
PAGENKOPF	KOPF	ROHRBACK
McCORMICK	IVES	LINDBERG
BATES, M.	ABT, Manager	

TRACK, 1919

FIRST TEAM

OWSLEY, R., Captain	LITTLE	PEARCE
GREGG	NICHOLLS, Manager	CLIPSON

SECOND TEAM

MANDEL	BERGEN	NOWLAN	ELY
--------	--------	--------	-----

TENNIS, 1919

ANNING, Captain	GREENLEE
NOWLAN	SAUNDERS

HEAVY WEIGHT BASKETBALL, 1920

ROHRBACK, Captain	PEARCE	HOLM
PAGENKOPF	LAYLAND	KOPF
Cook, J., Manager		

SECOND TEAM

WAGNER	McCLINTOCK	McCORMICK
BATES, M.		PATTISON

LIGHT WEIGHT BASKETBALL, 1920

McKAY, Captain	BIEBESHEIMER	MILTON
STONE		CATCHPOLE

ACADEMY TRACK RECORDS

880 Yard Run	Percival	1:59 $\frac{2}{5}$ sec.
120 Yard Hurdles	Schnur	:15 $\frac{3}{5}$ sec.
50 Yard Dash	Rogers and Mandel	:5 $\frac{2}{5}$ sec.
100 Yard Dash	Ingersoll, Bauer and Rogers	:10 sec.
220 Yard Dash	Scott	:22 $\frac{3}{5}$ sec.
440 Yard Dash	Jaicks	:51 $\frac{4}{5}$ sec.
Mile Run	Hamet	4:47 sec.
220 Yard Hurdles	Cotton	:26 sec.
Shot Put (12 lbs.)	R. Owsley	47 ft. 11 $\frac{1}{2}$ in.
Hammer Throw	Alderman	164 ft. 2 in.
Discus Throw	Alderman	125 ft. 7 in.
Javelin Throw	R. Owsley	157 ft. 3 in.
Running High Jump	Pearce	5 ft. 10 $\frac{1}{4}$ in.
Running Broad Jump	Cooper	21 ft. 10 $\frac{1}{2}$ in.
Pole Vault	Myers	11 ft. 6 in.
300 Yard Dash	Ingersoll	:34 $\frac{1}{5}$ sec.

RELAYS

One Mile Relay (six men, indoor)	<div> <div> Bishop</div> <div>Miller</div> <div>Flewellyn</div> <div>De Bronkart</div> <div>Haynes</div> <div>Barger</div> </div>
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The Football Team

COMMENCEMENT

June 13 and 14, 1919

FRIDAY, JUNE THE THIRTEENTH

Tennis Match (Academy Campus)	2:30 P. M.
Class Day Exercises } (Reid Hall Chapel)	4:30 P. M.
Declamation Contest }	
Senior Dance (Academy Gymnasium)	7:45 P. M.

SATURDAY, JUNE THE FOURTEENTH

Graduation Exercises (Reid Hall Chapel)	11:00 A. M.
Commencement Luncheon (Academy Gymnasium)	12:30 P. M.

CLASS DAY EXERCISES

Poem	LEON MANDEL, II
History	ROBERT CASE BENNETT
Song—"Fair Lake Forest"	McLeod Boyle, 1914
Prophecy	ROLLIN ELLIS MILLER
Announcement of Athletic Honors and Distribution of Prizes	

MR. FLOYD L. BROWN

Song—"Loyalty"	McLeod Boyle, 1914
Ivy Oration	MARCUS CORNELL BATES
Reception of the Spade for the Class of 1920	ARMIN AMES WIDMER
School Cheers	

GRADUATION EXERCISES

THE CHAPEL, 11:00 A. M.

- I. March (*Processional*) MR. KOEPKE
- II. Responsive Reading Led by DR. H. W. WRIGHT
- III. Hymn—"Coronation" Holden
- IV. Prayer REV. JOHN HERBERT EDWARDS
- V. Memorial Service for Former Students Who Gave Their
Lives in the Great War REV. GEORGE ROBERTS, JR.
- VI. Violin Solo MR. SILBERSTEIN
- VII. Address—"America's Place in the World's Future," by Theo-
dore Gerald Soares, Ph.D., D.D., Professor of Practical
Theology at the University of Chicago.
- VIII. Violin Solo MR. SILBERSTEIN
- IX. Presentation of Diplomas by the Headmaster, with the An-
nouncement of Prizes.
- X. Violin Solo MR. SILBERSTEIN
- XI. Benediction REV. GEORGE ROBERTS, JR.
- XII. March (*Recessional*) MR. KOEPKE

PRIZES

The Haven Medal in memory of Dr. A. C. Haven is presented by Mrs. A. C. Haven of Lake Forest, Illinois, to the member of the graduating class who has had the highest average in scholarship during his Upper Middle and Senior years.

The Arthur Somerville Reid Medal is given annually by Mrs. Simon J. Reid of Lake Forest, Illinois, to the member of the graduating class who has stood second in scholarship during his Upper Middle and Senior years.

The Hinode Prize of a set of Thackeray is presented by Mr. P. H. McKay of Kobe, Japan, to the member of the Senior Class who, in the judgment of the faculty, speaks the best English in the school.

The Rose Farwell Chatfield-Taylor Memorial Prize of twenty-five dollars in gold is sustained by Mr. H. C. Chatfield-Taylor of Lake Forest, Illinois, and is presented to the member of the Senior Class who by his industry, manliness, and honorable conduct has done most for the life and character of the boys of the school. The award of this prize is made by the faculty after having considered the results of a secret ballot by the boys of the school.

The Fidelity Prize of twenty dollars in gold is presented by a friend of the school to the holder of a scholarship who has made the most satisfactory all-around record in scholarship, industry, athletics, and influence in his class.

The Talbott Cup, presented by Maj. N. S. Talbott of Dayton, O., is presented to that member of the Senior Class who is most proficient in scholarship and athletics combined.

The Spies Prize Cup is presented in memory of Franza Spies by Mr. Fred A. Spies of Chicago, Ill., to the member of the Upper Middle Class who is most proficient in scholarship and athletics combined.

The Loyalty Prize of twenty-five dollars in gold is presented by Mr. P. H. McKay of Kobe, Japan, to the mem-

ber of the Upper Middle Class who exemplifies the finest school spirit and greatest loyalty to the best interests of Lake Forest Academy. The award of this prize is made by the faculty after considering the results of a secret ballot by the members of the Upper Middle Class.

The Robert Walsh Memorial Prize of a silver loving cup, sustained by Mr. and Mrs. Edward F. Walsh of Bartlesville, Oklahoma, is presented to the member of the Upper Middle Class who is adjudged to excel in manly purity of character among his classmates.

The Copp Cup is presented by Mr. Herbert Guy Copp of Rock Island, Illinois, to that member of the school publications boards who is adjudged to have been most faithful and efficient in his work.

The Albert Candy Prize of twenty dollars in gold is presented by Mr. Albert Candy of Chicago to that member of the Lower Middle Class who, in the judgment of the faculty, has made the greatest general improvement in studies, conduct, spirit, and attitude in the school.

The Bates Prize of twenty dollars in gold is presented by Mr. A. M. Bates of Chicago to that member of the First Class who, in the judgment of the faculty, has made the greatest general improvement in studies, conduct, spirit, and attitude in the school.

The Clyde Carr Spelling Prize of ten dollars in gold is presented by Mr. Clyde Carr of Lake Forest to the boy who has made the best record in spelling.

High Honor Prizes of ten dollars in gold are given by the faculty to those boys who have High Honor Roll standing for the year.

A prize cup is given by the Athletic Association to the boy who breaks the school record in a track event.

The Pressinger Tennis Cups are given by Mr. W. P. Pressinger of New York to the boy winning the annual spring tennis tournament and to the boy winning second place.

Medals are given by the Athletic Association to the winners in the All-Year Tennis Tournament as follows: gold medal to winner of Group A, silver medal to winner of Group B, and bronze medals to winners of remaining groups.

A prize cup is given by the Physical Director to the boy who makes the best all-around record in the Orange and Black competition.

A prize cup is given by the Athletic Association to the member of the baseball team who has the highest batting average for the season.

The Headmaster's Declamation Cup is presented by Mr. John W. Richards to the boy who is adjudged the winner in the Declamation Contest at Commencement time.

The Club Tennis Cup has been given by the trustees to be contested for in tennis singles between the athletic clubs.

A prize of Books is given annually for excellence in Latin, Greek, Plane and Solid Geometry, Algebra, Trigonometry, French, German, Spanish, History, Physics, Chemistry, English, Physiography, Physiology, and Commercial Geography.

The William C. Dickinson Scholarship of \$1,000 was founded by the Presbyterian Church of Lake Forest for the benefit of a student in the Academy; such student to be appointed by the Session of the Lake Forest Church, or, failing such appointment, by the Headmaster of Lake Forest Academy.

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A Lake View

AWARD OF PRIZES, JUNE, 1919

THE HAVEN MEDAL

For Excellence in Scholarship in the Upper Middle and Senior Years

HIRAM MERRILL NOWLAN

THE ARTHUR SOMERVILLE REID MEDAL

For the Second in Rank in the Upper Middle and Senior Years

ROLLIN ELLIS MILLER

THE CLYDE CARR SPELLING PRIZE

For the Best Record in Spelling

ROLLIN ELLIS MILLER

FACULTY HIGH HONOR PRIZES

LEROY GIFFORD KELLOGG and HIRAM MERRILL NOWLAN

THE PRESSINGER TENNIS CUPS

First Place

Second Place

LEROY GIFFORD KELLOGG

HERBERT DORCHESTER ANNING

THE HEADMASTER'S DECLAMATION CUP

HIRAM MERRILL NOWLAN

THE HINODE PRIZE

For the Senior Boy Who Speaks the Best English in the School

DONALD DAY SWAIN

THE ROSE FARWELL CHATFIELD-TAYLOR PRIZE

For the Senior Boy of Highest General Character

MARCUS CORNELL BATES

Honorable Mention

HIRAM MERRILL NOWLAN and JOHN LEE LITTLE, JR.

THE FIDELITY PRIZE

For the Scholarship Boy with Best All-around Record

FRANK KARL PAGENKOPF

THE TALBOTT PRIZE CUP

For the Senior Boy who has the Best Record in Scholarship and Athletics Combined

MARCUS CORNELL BATES

THE SPIES PRIZE CUP

For the Member of the Upper Middle Class Who Has the Best Record
in Scholarship and Athletics Combined

THOMAS GLENN MCCORMICK

THE LOYALTY PRIZE

To the Boy of the Upper Middle Class Who Exemplifies the Finest
School Spirit and Greatest Loyalty to the Best
Interests of Lake Forest Academy

JOHN WILLIAM BARLOW

THE ROBERT WALSH MEMORIAL PRIZE

To the Boy of the Upper Middle Class Who Is Adjudged to Excel in
Manly Purity of Character Among His Classmates

HOWARD FRANCIS BOND

Honorable Mention

RICHARD WIGGIN FARNSWORTH

THE ALBERT CANDY PRIZE

To the Boy of the Lower Middle Class Making the Greatest General
Improvement

ROY ZIOCK

THE BATES PRIZE

To the Boy of the First Class Making the Greatest General
Improvement

GEORGE FRANCIS MARTIN

THE COPP PRIZE

To That Member of the School Publications Boards Who Is Adjudged
to Have Been Most Faithful and Efficient in His Work

HIRAM MERRILL NOWLAN

Honorable Mention

LAWRENCE EDWARD ABT

PRIZE CUP FOR HIGHEST BATTING AVERAGE

ROSCOE ALBERT HOLM

PHYSICAL DIRECTOR'S CUP

To the Boy Making the Best All-around Record in the Orange and
Black Competition

VICTOR RAYMOND ROHRBACK

TENNIS MEDALS

Gold Medal

HERBERT DORCHESTER ANNING

Bronze Medal

Floyd Donald Bateman

Silver Medal

NORMAN PRATT SHAW

Bronze Medal

William Brewster Davis

ATHLETIC ASSOCIATION PRIZE CUPS

Record Shot Put

RANDOLPH GIBSON OWSLEY

Record Running High Jump

HARLEY CHARLES PEARCE

BOOK PRIZES

For Excellence in Latin

LEROY GIFFORD KELLOGG

DONALD DAY SWAIN

RICHARD WIGGIN FARNSWORTH

HIRAM MERRILL NOWLAN

For Excellence in German

ROGER WILLIAM KAHLENBERG

For Excellence in French

LEROY GIFFORD KELLOGG

DONALD DAY SWAIN

For Excellence in History

DONALD DAY SWAIN

JOHN LEE LITTLE, JR.

ARTHUR EDMUND MCLEISH

For Excellence in Algebra

LEROY GIFFORD KELLOGG

MALCOLM PALMER MOUAT

HIRAM MERRILL NOWLAN

For Excellence in Plane Geometry

ARTHUR EDMUND MCLEISH

For Excellence in Solid Geometry

ROLLIN ELLIS MILLER

For Excellence in Trigonometry

HIRAM MERRILL NOWLAN

For Excellence in Physics

HIRAM MERRILL NOWLAN

For Excellence in English

LEROY GIFFORD KELLOGG

DONALD DAY SWAIN

MALCOLM PALMER MOUAT

HIRAM MERRILL NOWLAN

For Excellence in Chemistry

ROLLIN ELLIS MILLER

For Excellence in Physiology

LAWRENCE EDWARD ABT

For Excellence in Spanish

ROBERT CHARLES KAINER

JOHN FRANCIS ALLFREE

For Excellence in Physiography

FLOYD DONALD BATEMAN

For Excellence in Commercial Geography

JOHN LEE LITTLE, JR.

HONOR ROLLS

HIGH HONOR ROLL

(Above 87)

LEROY GIFFORD KELLOGG

HIRAM MERRILL NOWLAN

SECOND HONOR ROLL

(80-87)

ROLLIN ELLIS MILLER

ARTHUR EDMUND MCLEISH

THIRD HONOR ROLL

(73-80)

SPERRY BUTLER

LEON MANDEL, II

DONALD DAY SWAIN

MALCOLM PALMER MOUAT

CHARLES DAGGETT HARVEY

ROGER WILLIAM KAHLENBERG

DIPLOMAS AWARDED, 1919

LAWRENCE EDWARD ABT

JOHN HOWELL KAUFFMAN

JOHN FRANCIS ALLFREE

JOHN LEE LITTLE, JR.

JOHN MARSHALL BARTON

LEON MANDEL, II.

MARCUS CORNELL BATES

ARTHUR EDMUND MCLEISH

ALOYSIUS ALBERT BREULEUX

ROLLIN ELLIS MILLER

GEORGE ELMER FRAKER

DOUGLAS KINNEY NEWELL, III

MARSHALL ALBERT HESS

HIRAM MERRILL NOWLAN

ROGER WILLIAM KAHLENBERG

DONALD DAY SWAIN

EDWARD NORTHROP WACKERHAGEN

SOCIAL AND ATHLETIC CALENDAR

WINTER TERM, 1919-20

- | | | |
|----------|--------|--|
| January | 10. | Motion Pictures at Academy. |
| January | 14. | Basketball, Kenosha High School at Lake Forest. |
| January | 17. | Basketball, Parker High School at Lake Forest. |
| January | 17. | Motion Pictures at Academy. |
| January | 24. | Basketball, Milwaukee School of Engineering at Lake Forest. |
| January | 24. | Motion Pictures at Academy. |
| January | 25. | Motion Pictures at Academy. |
| January | 31. | Basketball, Faculty. |
| January | 31. | Motion Pictures at Academy. |
| February | 4. | Basketball, Waukegan High School at Lake Forest. |
| February | 7. | Motion Pictures at Academy. |
| February | 7. | Ferry Hall Faculty Dance. |
| February | 7. | Basketball, American College of Physical Education at Lake Forest. |
| February | 14. | Basketball, Loyola Academy at Lake Forest. |
| February | 14. | Motion Pictures at Academy. |
| Feb. | 20-21. | Mid-Winter Festivities. Program: Musical Clubs' Concert (Feb. 20, 7:15 p. m.); Informal Dance (Feb. 20, 9:00 p. m.); Basketball game (Feb. 21, 10:00 a. m.); Gargoyle Club Play (Feb. 21, 2:30 p. m.); Mid-Winter Dance (Feb. 21, 7:00 p. m.). |
| February | 28. | Basketball, Shattuck School at Lake Forest. |
| February | 28. | Motion Pictures at Academy. |
| February | 28. | Ferry Hall Carnival. |
| March | 6. | Basketball, Culver Military Academy at Lake Forest. |
| March | 6. | Lombards, Entertainers. |
| March | 13. | Motion Pictures at Academy. |

Students

FIRST CLASS

JOHN ALLEN BECK
WILLIAM CONANT BLACK
GEORGE McCONNELL CHRISTENSEN
ALBERT SMITH CLARKE
JOHN RUSSELL DOOLITTLE
OLIVER MARSHALL EVANS
JACK DANA FENLASON
ROSCOE GRIMM
HENRY HAER
DANIEL HEATON
THOMAS ROSS LANSING
VINCENT KIELY LIBBY
MELVILLE EDWARD LOTZ
JULIAN MERIGOLD
JOSEPH MERRICK MILTON
ALFRED FRANKLIN MONTELIUS
HENRY LOTTER WALTER ORTH
ROBERT CURTIS ROSE
WILLIAM SYLVESTER RUSH
DAVID KIDDER RUSSELL
EDWARD STARK SMITH
JACK WILSON STEPHEN
ERNST HENRY THIESEN
BEACH WARREN

MINNEAPOLIS, MINNESOTA
BEATRICE, NEBRASKA
TARKIO, MISSOURI
BUSHNELL, ILLINOIS
CHICAGO, ILLINOIS
LAKE FOREST, ILLINOIS
ROCKY FORD, COLORADO
JEFFERSON, WISCONSIN
CHICAGO, ILLINOIS
YANKTON, SOUTH DAKOTA
CHICAGO, ILLINOIS
IRON RIVER, MICHIGAN
CHICAGO, ILLINOIS
GREEN LAKE, WISCONSIN
ST. PAUL, MINNESOTA
PIPER CITY, ILLINOIS
WILMETTE, ILLINOIS
SHANGHAI, CHINA
OMAHA, NEBRASKA
LITTLE ROCK, ARKANSAS
MILWAUKEE, WISCONSIN
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS

MERRITT BARTLETT AUSTIN, II
RICHARD MASON PATTEN
MYRON AUSTIN TILDEN

CHICAGO, ILLINOIS
GIBSON CITY, ILLINOIS
ST. PAUL, MINNESOTA

LOWER MIDDLE CLASS

EDWARD HULL ALEXANDER
GORDON ALLER
ROBERT MONTGOMERY BAHNSEN
GEORGE ADELMER BATES
RICHARD FRANKLIN BOND
WEST BENSON BONNIFIELD
WILBERT GEORGE BORGSCHULZE
SPERRY BUTLER
REGINALD CALDWELL CATCHPOLE
THOMAS WARREN CLONEY, II
ROBERT POLLOCK ELY
DAVID MOWAT GORDON
WILLIAM BALDWIN FLETCHER HALL
SIDNEY FREDERICK HARRIS
BYRON SCHERMERHORN HARVEY, JR.

JACKSONVILLE, ILLINOIS
JANESVILLE, WISCONSIN
ROCK ISLAND, ILLINOIS
CHICAGO, ILLINOIS
ESPANOLA, NEW MEXICO
OTTUMWA, IOWA
EVANSVILLE, INDIANA
HUBBARD WOODS, ILLINOIS
NORTH ROSE, NEW YORK
SEDALIA, MISSOURI
WINNETKA, ILLINOIS
LA PLATA, ARGENTINA, S. A.
FORT WAYNE, INDIANA
OTTAWA, KANSAS
LAKE FOREST, ILLINOIS

LOWER MIDDLE CLASS—Continued

CHARLES DAGGETT HARVEY
WARREN HASTINGS
HAROLD LITTLETON HEINE
CLAUDE TRASK JAMISON
LEROY GIFFORD KELLOGG
JAMES PATON LEETE
MARION EMANUEL LIGHT
EDWIN CHRISTIAN MACK
GEORGE FRANCIS MARTIN
HARLEY CHARLES PEARCE
VICTOR RAYMOND ROHRBACK
JACK SCHAGER SANDERS
EUGENE SCHUSTER
WOODWARD SMITH
EDWARD MORGAN THOMAS
SAMUEL BINFORD THOMAS, JR.
DANIEL EDWARD WAGNER
PAUL BURTON WORTHINGTON

LAKE FOREST, ILLINOIS
STAMFORD, TEXAS
FORT WAYNE, INDIANA
TULSA, OKLAHOMA
DEERFIELD, ILLINOIS
NORTH BRANCH, MICHIGAN
TOLEDO, OHIO
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
HILLSBORO, OHIO
CHICAGO, ILLINOIS
TRAVERSE CITY, MICHIGAN
MILWAUKEE, WISCONSIN
DICKERSON, MARYLAND
MILWAUKEE, WISCONSIN
WINNETKA, ILLINOIS
DAYTON, OHIO
GLEN DIVE, MONTANA

OLIVER QUINCY ADAMS
EDWIN SAMUEL BINNS
ROBERT CONNER, JR.
HOWARD CUSTER
JACK JONES
PAUL LOW
ROBLEY SMITH

LINCOLN, NEBRASKA
BROWNSVILLE, PENNSYLVANIA
DES MOINES, IOWA
GALESBURG, ILLINOIS
HOUSTON, TEXAS
CHICAGO, ILLINOIS
BUFFALO, NEW YORK

UPPER MIDDLE CLASS

FLOYD DONALD BATEMAN
JOHN LAFFERTY BAUGHMAN
HOWARD FRANCIS BOND
AUGUST KLEIN BORGSCHULZE
ALBERT TENNYSON CANDY, JR.
MILTON TRACY CLOW
HARRY CAMERON COOK
JAMES LOWELL COOK, JR.
BENTON FRANCIS DAYTON
JAMES RICHARDS DAYTON
WILLIAM BREWSTER DAVIS
JAMES GEORGE EHRLICHER
KENNETH LESTER FOX
WILLIAM WARNER GRAHAM
JAMES NELSON GRIFFITH
HAROLD WILLIAM GUNTHER
CHARLES MORTON HILL
ROSCOE ALBERT HOLM
HERBERT KOPF

WILMETTE, ILLINOIS
STRASBOURG, CANADA
HILLSBORO, OHIO
EVANSVILLE, INDIANA
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
QUINCY, ILLINOIS
QUINCY, ILLINOIS
CHICAGO, ILLINOIS
PEKIN, ILLINOIS
ARDMORE, OKLAHOMA
LOUISVILLE, KENTUCKY
LAWRENCE, KANSAS
KEWANEE, ILLINOIS
OAK PARK, ILLINOIS
ALTON, IOWA
NEW BRITAIN, CONNECTICUT

UPPER MIDDLE CLASS—Continued

JOHN LYMAN LACEY
 RUSSELL WILLIAM LAYLAND
 PAUL GRAHAM McCLINTOCK
 THOMAS GLENN McCORMICK
 GERALD THOMAS McGRATH
 JOHN ALLEN MERKLE
 HARRY AUGUSTUS MONTELIUS
 MALCOLM PALMER MOUAT
 HERBERT CONANT NICHOLLS
 FRANK KARL PAGENKOPF
 CECIL GARNER PARR
 EUGENE MELVIN PATTISON
 CARL SEWARD REED, JR.
 AUSTIN ROSS
 FRANK DOHN RUDOLPH
 AUGUSTUS CHARLES THOMPSON
 JOHN CHARLES GORDON TRIMBLE, JR.
 ROY ZIOCK

HAVANA, ILLINOIS
 HARTFORD, CONNECTICUT
 LAUREL, MISSISSIPPI
 SPRINGFIELD, OHIO
 MERIDEN, CONNECTICUT
 PARIS, ILLINOIS
 PIPER CITY, ILLINOIS
 JANESVILLE, WISCONSIN
 WINNETKA, ILLINOIS
 CHICAGO, ILLINOIS
 WINNIPEG, CANADA
 WILMETTE, ILLINOIS
 MONTICELLO, ILLINOIS
 MILWAUKEE, WISCONSIN
 WINNETKA, ILLINOIS
 PEORIA, ILLINOIS
 OMAHA, NEBRASKA
 ROCKFORD, ILLINOIS

IVAN CRAIG
 JACK GARRETT DURAND
 KENT HARRISON HOLLAND
 INGVALD NIELS JOHNSEN
 GEORGE WHITEHEAD SYLVESTER

GALVA, ILLINOIS
 LAKE FOREST, ILLINOIS
 MOLINE, ILLINOIS
 DALLAS, TEXAS
 MINNEAPOLIS, MINNESOTA

SENIOR CLASS

JOHN FRANCIS ALLFREE
 JOHN WILLIAM BARLOW
 FREDERICK HARVEY BASSETT
 MARCUS CORNELL BATES
 HAROLD FRANK BIEBESHEIMER
 GEORGE DAVIS BROWN
 HENRY SCHUYLER COLE
 PAUL CUMMINGS COVERT
 RICHARD WIGGIN FARNSWORTH
 GEORGE MILTON GIBBS
 FRANK LAVERNE GREGG
 ROY JACOB KELLER
 ARTHUR HYDE KEYES
 HERBERT HAYWARD KIMBALL
 WALTER AUGUSTUS MACRISTY
 CUTHBERT GUERNSEY McKAY
 GORDON AIKEN RAMSAY, JR.
 GARVIN SHANDS SAUNDERS
 WALTER MICHAEL SCHMIDT
 FOWLER PENFIELD STONE, JR.
 DONALD DAY SWAIN
 GEORGE LAMONTE WEISSENBURGER
 ARMIN AMES WIDMER

NEWTON, IOWA
 CHICAGO, ILLINOIS
 GREAT LAKES, ILLINOIS
 CHICAGO, ILLINOIS
 WELLSBURG, IOWA
 CARROLLTON, ILLINOIS
 INDIANAPOLIS, INDIANA
 BILLINGS, MONTANA
 JANESVILLE, WISCONSIN
 ALTON, IOWA
 CHICAGO, ILLINOIS
 JANESVILLE, WISCONSIN
 DES MOINES, IOWA
 DAVENPORT, IOWA
 NEW BRITAIN, CONNECTICUT
 KOBE, JAPAN
 GLENCOE, ILLINOIS
 NEW ORLEANS, LOUISIANA
 OTTAWA, ILLINOIS
 WAUSAU, WISCONSIN
 ABERDEEN, SOUTH DAKOTA
 KEOKUK, IOWA
 CENTERVILLE, IOWA

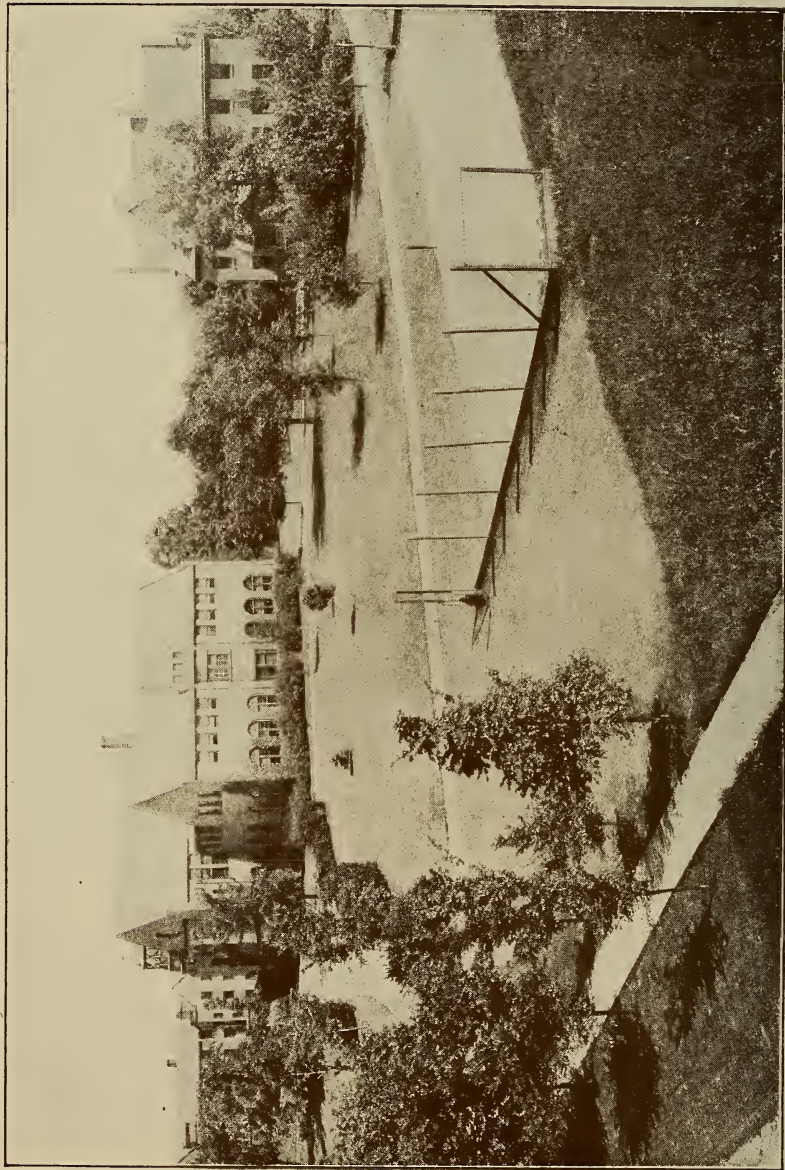
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LAKE FOREST ACADEMY



1920-21



Northwest Corner of the Campus

Lake Forest Academy

FOUNDED 1857



Catalogue 1920-1921

MEMBER OF THE

NORTH CENTRAL ACADEMIC
ASSOCIATION

MEMBER OF THE

NORTH CENTRAL ASSOCIATION OF
COLLEGES AND SECONDARY
SCHOOLS

Lake Forest, Illinois

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TRUSTEES

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CHARLES B. MOORE, Vice-President	JOHN H. JONES
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MARION W. WOOLSEY	

CHARLES E. LATIMER, Assistant Treasurer

ACADEMY COMMITTEE

ERNEST PALMER, Chairman

ALFRED L. BAKER	LOUIS F. SWIFT
REV. GEORGE ROBERTS, JR.	MARION W. WOOLSEY

FACULTY

HEADMASTER

JOHN WAYNE RICHARDS, A. M.....*Mathematics*
(Ohio Northern University; Yale University)

MASTERS

EDMUND JOSEPH RENDTORFF, M. S., E. E....*Physics and Chemistry*
SENIOR MASTER

(University of Wisconsin; Northwestern University)

JOHN DANIEL ROADS, A. B.....*Mathematics and English*
(Ohio Wesleyan University; University of Chicago)

ARTHUR LEE EDGINGTON, A. M.....*Latin*
(Harvard University)

EDWARD LAWRENCE MILNE, M. S.....*Mathematics*
(University of Illinois)

RICHARD PAUL KOEPKE, A. M.....*French*
(Sorbonne, Paris; University of Berlin)

THEODORE HERBERT GOULD, A. B.....*English*
(Harvard University)

JOSIAH GADDIS VANCE, A. B.....*Spanish*
(Ohio State University)

JOHN BENJAMIN PHILLIPS, A. B.....*Latin and English*
(Ohio Wesleyan University; University of Wisconsin)

CHAUNCEY ACE PLYLEY, A. B.....*Mathematics*

REGISTRAR

(Ohio University)

RAY WHITTIER VAN TUYL, A. B.....*History*
(Princeton University)

RALPH ROBERT JONES.....*Physical Training*

HUGH JEROME HOTCHKIN, A. B.....*English and Public Speaking*
(Lake Forest University)

INSTRUCTORS

HENRY PURMORT EAMES.....	<i>Piano</i>
EDWARD J. FREUND.....	<i>Violin</i>
A. L. BOURNIQUE.....	<i>Dancing</i>
SALVATORE TOMASO.....	<i>Mandolin, Guitar, and Banjo</i>

EXECUTIVE STAFF

BURSAR
F. W. RICHMAN

SECRETARY TO THE HEADMASTER
MISS FRANCES STASKA, S. B.

CHIEF ENGINEER
JOHN HUHNE

MATRON
MRS. CLARUS H. ROUSH

HOUSEKEEPER

MRS. WILLIAM PEPPER

VISITING PHYSICIANS

B. N. PARMENTER, M. D.

T. S. PROXMIRE, M. D.

RESIDENT NURSE

MISS MARY S. BAER

SUPERINTENDENT OF BUILDINGS AND GROUNDS

WILLIAM PEPPER

CALENDAR

1921

- June 17-18. Commencement.
- June 20-25. College Board Entrance Examinations for boys going to Yale, Harvard, Princeton, Mass. Inst. of Tech., etc.

SCHOOL YEAR 1921-1922

1921

- September 13 *Autumn Term Begins*
- November 24 Thanksgiving Day (Holiday)
- December 16 Autumn Term Ends

Christmas Vacation

1922

- January 3 *Winter Term Begins*
- February 12 Day of Prayer
- February 17-18 Mid-Winter Festivities
- March 17 Winter Term Ends

Spring Vacation

- March 28 *Spring Term Begins*
- June 16-17 Commencement

SCHOOL YEAR 1922-1923

- September 12 *Autumn Term Begins*



Durand House



Remsen House

Lake Forest Academy

LOCATION

LAKE FOREST ACADEMY is situated in the little town of Lake Forest, Illinois, thirty miles north of Chicago. The town is one of the most attractive of the many beautiful places along the western shore of Lake Michigan. In the natural beauty of the place, with its handsome country homes, and its winding, shaded roads and deep ravines, as well as in the quiet refinement and simplicity which pervade the social life, Lake Forest is decidedly suggestive of the best type of small New England town. It is a five-minute walk from the green campus of the Academy to the high bluffs and the sandy beach of the Lake. The town charter has always forbidden the existence of any saloons within its limits; the sense of civic righteousness and pride is exalted; it is an excellent place for the development of youthful citizenship.

The Academy is about one mile southeast from the Chicago and Northwestern and the Chicago and Milwaukee Electric stations in the town. The Academy buildings may be found easily among their open green lawns and big oak trees. The Academy is situated on the highest point in the neighborhood, itself one of the highest places along the lake, so that the air and sanitation are of the best. There is remarkably little sickness among the boys. Plenty of outdoor exercise on campus and athletic field, plenty of good air and clean living, keep them healthy and well. It would be hard to find a place better adapted for a school than Lake Forest, where masters and boys alike may easily keep in touch with the best things in the great city life of Chicago, and yet enjoy all the scholastic privileges of the quiet, beautiful, healthful country.

Any dangers which might be suggested by the fact that Chicago is an hour by rail from Lake Forest, are obviated by the honor system, maintained by the boys themselves, which absolutely prevents their going into the city without permission from the school authorities.

HISTORY

In 1855, the Rev. Dr. Robert W. Patterson, B. W. Raymond, T. B. Carter, C. H. Quinlan, D. R. Holt, Amzi Benedict, Harvey Curtis, Sylvester Lind, William Bross, C. B. Farwell, Mark Skinner, William Blair, S. L. Brown, J. C. Williams, and other prominent citizens of Chicago and the vicinity, conceived the idea of establishing an educational institution that would be near Chicago and yet always retain the great advantages of a rural situation. Accordingly, in February, 1856, they organized the "Lake Forest Association," and purchased 1300 acres of land along the shore of Lake Michigan, where now stands the town of Lake Forest. During the summer of the following year a charter was secured, and in 1858 Lake Forest Academy became a reality. A two-story wooden building was erected, and there four students, William Atteridge, John Johnson, Ellery Miller, and John C. Patterson, began work under the principalship of Samuel F. Miller. In 1879, this building burned and a new one was erected on what is now part of the college campus. In 1893, the Academy moved to its own campus, where the present houses and school building were erected. In 1906, the Academy gymnasium was opened, and within the last few years large additions to it and to the athletic fields have made the campus one of the best equipped and most extensive of any preparatory school in this part of the country.

During the sixty-three years of its existence, Lake Forest has welcomed many hundreds of students. These "old boys" to-day are filling positions of prominence all over the country, and are living examples of the "Lake Forest Spirit." In 1906, the Lake Forest Academy Alumni Association was formed, and since that time it has been a strong factor in the upbuilding of the institution.

PURPOSES

The aim of the Academy is to provide the best preparatory school education, fitting boys to enter the foremost colleges and scientific schools under the most favorable con-

ditions for instruction, study, physical well-being, and the proper training of character.

The school is not maintained as a profit-making institution, and is therefore free to throw all its resources into furthering the work for which it was designed. The actual cost per boy is considerably in excess of the annual charge. This is made possible by a large endowment income.

SCHOLARSHIP

Every encouragement and healthful incentive is given to faithful study and effort; the boy who persists in idling and in shirking his work will not find the atmosphere congenial. That Lake Forest has been successful in this line is evident from the very large number of her graduates who have done and are doing good work in such colleges and universities as Yale, Harvard, Princeton, Massachusetts Institute of Technology, Williams, Dartmouth, Amherst, Brown, Cornell, Wisconsin, Illinois, Chicago, Michigan, Minnesota, and Nebraska. College entrance examinations for Yale, Harvard, and Princeton, etc., are given at the Academy. Lake Forest Academy credits are accepted by all those colleges and universities that admit students from the best preparatory schools without examination.

Written tests are very frequent, and are an important factor in the estimate of the student's attainment and progress; therefore a pupil whose work in a subject is satisfactory is excused from the formal examination in that subject at the end of the fall and winter terms. All students are required to take the final examinations in June.

To secure the best results in recitation, the school limits the number in a class. The average is about twelve. This enables the masters to devote much individual attention to pupils.

Study hours are observed in the study-hall under the supervision of a master, in order that the pupils may acquire regular habits of study; but boys whose industry and faithfulness justify the privilege are allowed to study in their rooms during the evening study hours. The study-hall list is revised

every two weeks. The hours during which study is held may be ascertained from the list of "daily appointments" on page 17.

A pupil whose scholarship during a term falls below standard in eight or more hours per week is continued in his class only on probation and may be dropped or reclassified at any time at the discretion of the Faculty.

CLASS ADVISERS

In order that boys and masters may be as close together as possible in their mutual work, certain masters are appointed as class advisers. Each class adviser has a group of boys assigned to him, and it is his duty to map out the courses of study for his boys; to hold conferences with them regarding scholarship, conduct, etc.; to assist and advise in the various questions in their school life; to act as their representative in the faculty meetings.

REPORTS

In order that parents may keep in close touch with their sons' progress, official reports are sent every two weeks.

CHARACTER BUILDING

In developing what is undoubtedly most important in the adolescent boy, a strong and pure character, careful and kindly supervision is exercised, yet with such degree of liberty as may seem appropriate for the growing individual. The boy is taught to obey the best in himself. The relation between master and boys is close and friendly, the atmosphere wholesome. Each boy is treated according to the measure of his worth and spirit; no boy whose character is basically sound, and who really shows an earnest desire to do better, will be turned away from Lake Forest. If, unfortunately, an undesirable and incorrigible boy should be admitted, he will easily and quickly be discovered and will not be retained in the school.

RELIGIOUS LIFE

Prominent among the means employed in the development of the best in the boy is religion. The Academy was founded and is conducted under distinctly Christian auspices, and the truth is constantly emphasized that "the fear of God



Views on the Campus

is the beginning of wisdom." The whole student body attends chapel each week-day morning, church on Sunday morning, and Vespers at five-fifteen Sunday afternoon. Much thought is given to making these latter services suit the need of young men, and the messages brought to the student deal briefly and helpfully with the vital things of their lives. The greater number of these talks are given by the Headmaster. On Sunday evenings the classes meet for Bible study. Very frequently there is an outside speaker at the chapel exercises. The Rev. George Roberts, the Rev. J. H. Edwards, Dr. H. M. Moore, Dr. John Balcom Shaw, Dr. Joseph A. Vance, Dr. J. G. K. McClure, and the Rev. John Timothy Stone are among those who have brought religious messages at such times. On October the 11th, 1919, Dr. E. A. Jones of Otterbein University, who was teacher and Headmaster at Lake Forest Academy from 1865 to 1869, addressed the School and preached the Sunday Sermon the following day. An occurrence of this kind coming after a lapse of more than fifty years is a notable and unique event in boarding school history.

BUILDINGS AND GROUNDS

The house-dormitories in which the boys and the masters live are grouped in a semi-circle around Reid Hall. The buildings are lighted by electricity, heated from a central plant, and abundantly supplied with pure water by our own system from deep-driven artesian wells. To make assurance doubly sure the water is aerated and then filtered by the latest approved method. An analysis report from the State Board of Health states that it is of unusual excellence.

REID HALL, the gift of Mr. and Mrs. Simon J. Reid, of Lake Forest, contains recitation rooms, the chemistry and physics laboratories, the Study Hall, the Library, the Chapel, and the offices of the Headmaster. All the rooms have good light and ventilation and excellent furnishings of busts, pictures, casts, maps and books. The laboratories are unusually well equipped for the study of physics and chemistry in a preparatory school, with apparatus approximating \$7,000 in value.

LIBRARY. The school library contains about six thousand volumes. It is open for the use of the students every day. The books have been well selected to assist the members of the school in their studies and to provide good reading in leisure hours. The library contains books of general reference as well as books of special reference in the various courses of study and standard works in poetry, history, literature and high-class fiction. The leading periodicals, magazines, and newspapers are kept on file.

EAST HOUSE, the largest of the student residences, with accommodations for fifty boys, contains apartments for married masters and suites for single masters, together with single rooms and suites for boys.

DURAND HOUSE, the gift of Mr. Henry C. Durand, of Lake Forest, accommodates twenty-four boys, with apartments for single and married masters. The Headmaster's apartments are in this house.

REMSEN HOUSE, the gift of Mr. and Mrs. Ezra J. Warner, of Lake Forest, accommodates thirty-four boys, with masters' apartments as in the other houses. Remsen House also contains the school dining room, where boys and both the unmarried masters and the married masters and their families take their meals. The table seatings are changed every two weeks, thus enabling each boy to become more quickly and better acquainted with all the masters and the other boys in the school.

WEST COTTAGE has accommodations for eight boys and a master's apartment.

THE GYMNASIUM, good when first erected in 1907, has been so enlarged within the last few years as to be scarcely recognizable. To the large room with its clear space of 100x45 feet for basketball, indoor baseball, and other games, there is now added a large apparatus room, 45x25 feet, a swimming pool, 60x20 feet, and an enclosed cinder track for indoor work in winter. Besides, there is a large dressing-room with steel lockers and hot and cold showers. All the activities in the Gymnasium are very closely watched by the Physical Director. Every boy who comes to the Academy unable to swim, must



Front of Chapel from the Balcony



The Library

learn to do so during the year. Instruction in swimming is given without extra charge. Mr. Norman C. B. Cox, director of swimming in the Chicago Athletic Association, wrote at the time of the dedication of the Lake Forest Academy pool: "We must send our boys to a school where they shall be taught to swim and to save life, the younger the better. Any youth of eighteen years of age who has not been taught to swim has not been properly educated. We are only just coming to a realization of this fact. Our Government has not yet awakened to the importance of establishing wide facilities for the teaching of swimming to children; but some of our great schools have. . . . Lake Forest Academy is one of the great educational establishments that in this country are leading the Government and pointing the way."

THE ATHLETIC FIELDS. The Academy is amply equipped with fields for the various outdoor sports. The main athletic field contains a baseball diamond and football field encircled by an oval cinder running track with a 220-yard straightaway. The new alumni field contains a second baseball diamond and football field.

TENNIS COURTS. There are eight excellent tennis courts on the campus.

HOSPITALS. Lake Forest Academy is unusually fortunate in its hospital facilities.

Alice Home Hospital is the gift of the late Mrs. Henry C. Durand. This thoroughly modern institution is primarily intended for students' use. The operating room, known as the "Mr. and Mrs. Cyrus H. McCormick Operating Room," is complete in every detail. A new sterilizing room has been built, containing a large clothing sterilizer, water sterilizers, etc., all of Kny-Scheerer pattern. The sterilizing room is the gift of Mr. Delavan Smith.

Every possible facility is provided for the care of the infrequent cases of illness. The proximity of Chicago makes it possible to secure the best surgeons in an hour's time when operations are necessary in cases of appendicitis, etc. The charges to students are \$1.50 per day. The value of the hospital and equipment is \$30,000.

The Lake Forest Hospital for Contagious Diseases offers the best resources for combatting infectious and contagious diseases. It has been recently erected and is equipped with steam disinfecting plant and other modern appliances for handling such diseases.

RECENT IMPROVEMENTS

Within the last few years the value of the school plant and equipment has been greatly increased.

In 1912, the school received through the generosity of its alumni and friends a splendid swimming pool and large addition to the gymnasium, costing \$11,000.

During the past six years the following improvements and betterments have been added:

A gift of a large addition to the campus from Mr. Cyrus H. McCormick and Mr. Finley Barrell, \$10,000.

New marble shower baths; new plumbing and sewerage improvements, \$6,000.

Redecorating and refinishing buildings, \$6,000.

New seats in all recitation-rooms and new pews in chapel, \$1,500.

A system of electric gongs installed; new equipment placed in all recitation-rooms.

A Hygeia non-agitating filter with aerating system, capacity 18,000 gallons per hour, installed in the school waterworks system, \$6,000. This filter is the gift of Mr. Louis F. Swift.

The house dormitories rewired in accordance with the fire underwriters' latest specifications, and new fixtures installed, \$2,000. This is the gift of Mr. Louis F. Swift and a friend of the school.

The school library refurnished by the Class of 1914 and friends, \$1,000.

Cold storage and kitchen addition, \$2,000.

An increase in the available floor space of the gymnasium and a gallery installed, \$1,000.

Addition to the campus, gift of the trustees, \$2,000.

An additional artesian well, 1,200 feet deep, \$4,000.



A Recitation Room



The Main Corridor in Reid Hall

First-aid room in the gymnasium, therapeutic violet-ray lamp and splendid x-ray outfit, \$1,500.

The value of the Academy plant and equipment now approximates \$450,000.

NEW HEATING AND POWER PLANT

A new heating and power plant has been recently completed. New lines for steam and hot water have been laid and three water tube Stirling boilers have been installed. This excellent plant takes care of its work most admirably. The approximate cost of this great improvement and addition was \$75,000.

DAILY SESSION PLAN

The school is in session six days in the week. The daily schedule begins with chapel at eight o'clock, and closes at one. Particular attention is called to the fact that each afternoon is free for recreation and athletics. The single session plan is one of the most valuable features of the school-keeping system at Lake Forest. Without loss of time for study and recitation it prevents the day from dragging; it affords ample opportunity for getting out in the open for healthful exercise; it introduces adequate time for recreation into each day instead of grouping it all together at some one period, as at the end of the week, a plan which is patently unwise in a boarding school.

The arrangement of daily appointments is as follows:

- 6:50. Rising-bell.
- 7:30. Breakfast.
- 8:00. Chapel, except on Monday—study period instead.
- 8:25-1:00. Recitations and study.
- 1:10. Dinner.
- 1:45-5:30. Recreation; physical training; athletics.
- 5:30-6:25. Study for boys seriously deficient in work.
- 6:30. Supper.
- 7:00-7:40. Recreation.
- 7:40-9:40. Study for all boys.
- 10:00. Lights out.

SUNDAY APPOINTMENTS

8:00.	Rising-bell.
8:45.	Breakfast.
10:45.	Church.
1:15.	Dinner.
5:15.	Vesper service.
6:00.	Supper.
8:45-9:30.	Bible Study.
10:00.	Lights out.

DISCIPLINE

The discipline of the school is not adapted to the incorrigible boy; it presupposes a reasonable amount of self-control and self-respect; the loyal way in which Lake Forest boys respond to such a method is a proof of its value.

The masters undertake friendly supervision with a view to encouraging the habit of efficient self-control. The boys are expected to do right and obey the rules even when a master is not present. A boy who does not respond to this trust, or whose spirit and attitude toward authority are unsatisfactory, or whose character and influence are considered as undesirable in the school, is liable to dismissal from the Academy though no formal or specific charge be made against him.

The school does not employ the usual system of "black marks" imposed upon boys by an individual master on his own responsibility. Boys are admonished by the masters for minor offenses. If a student does not respond to these admonitions, his case is considered by the faculty acting as a whole. The faculty may or may not see fit to censure the boy. Censures are imposed in general for disregard of admonition or for serious and deliberate violations of rules. If a boy receives five censures he is placed "on campus" for not less than three weeks. Should he violate the campus restriction he is dismissed. Should he receive seven censures in any year he is dismissed.

All boys who are admitted to the school are required to



East House



Alice Home Hospital

give their word of honor as gentlemen in two fundamental things:

First. Since the use of tobacco by growing boys is inconsistent with bodily health and mental vigor, all boys are required to give their word of honor not to use tobacco during term time while under the school rules and regulations.

Second. They are required to give their word of honor not to go, without permission, outside a strip of territory which is approximately bounded by a line three miles north of the school, by a line five miles west of the lake, and by a line five miles south of the school.

The word of honor is jealously guarded by the boys in the Academy, and each new boy must understand thoroughly that complete adherence to his promise will be required by the force of student feeling and action.

If a boy should break his word of honor he would be instantly dismissed.

Any boy who absents himself from his dormitory at night after "lights out," without permission, thereby severs his connection with the school. No explanation will be accepted regarding an infraction of this rule.

THE STUDENT COUNCIL

One of the most potent factors in the inner life of the school is the Student Council organization. The Council consists of nine members chosen by vote of the school. They take the lead among the boys of the school in assuming responsibility for clean living and sound school spirit. The work of the Council has proved of great value in maintaining the school on a high moral plane. The Council confers with students individually and collectively, and advises with the faculty on matters that are of vital importance to a good school.

SECRET SOCIETIES

Fraternities and secret societies are prohibited in the school.

ADMISSION

Parents who wish to enter their sons in the Academy must fill out the application blank, giving the boy's record and the names of at least two responsible persons in their community to whom the Headmaster may refer.

A boy who has been dismissed from some other preparatory school will not be admitted here. Not more than three or four boys will be admitted to the Senior Class, and only those having exceptionally good records in scholarship and conduct will be admitted to this class. Certificates of honorable dismissal from the school formerly attended, together with a statement of the work done there, must be presented. No application will be considered until these requirements have been complied with.

The acceptance of credits from other schools depends upon the standing of such institutions, and also upon their agreement with the graduation requirements of Lake Forest Academy. The Academy reserves the right to require an examination in any subject submitted for credit.

Unless otherwise notified, the Headmaster will suppose that all boys in the Academy are able and permitted to play the regular school games.

The requirements for admission to the First Class are, in general, those which are required for admission to secondary schools. Stress will be laid upon the standing in English and Mathematics.

DAY PUPILS

Although Lake Forest Academy is primarily a boarding school, good opportunities are offered to day students. Boys living in Evanston or farther away are not accepted as day students.

ABSENCE PERMITS

Punctual and regular attendance upon all the exercises of the Academy is required from all boys. Parents are requested to ask as few absences as possible from the Academy, and they are to see that the boys return promptly after vacations. No

absence from Lake Forest will be allowed except upon written request from the parents, and then not oftener than twice a term. In urgent cases, telegrams or long distance telephone calls should be directed to the Headmaster. The granting of a parent's request depends upon whether or not the student has campus restrictions. Only by having the heartiest co-operation of the parents in all matters pertaining to school policy can the authorities hope to be thoroughly successful in their efforts for the boy.

COURSES AND REQUIREMENTS

The work of the Academy is arranged in four classes, of which the fourth, or Senior Class, is the highest. In order to receive a diploma from the Academy a student must have satisfactorily completed at least sixteen credits of work. One credit means the completion of work amounting to not less than one hundred and twenty recitation periods of sixty minutes each.

Of the sixteen credits eleven and one-half or twelve and one-half are required as follows:

Four credits in English;

One and one-half credits in Algebra and one credit in Plane Geometry;

Three credits in one foreign language or two credits in each of two foreign languages;

One credit in Physics or Chemistry;

One credit in History.

The remaining four and one-half or three and one-half credits are elective, but must be so distributed that the student can be admitted without conditions to a reputable college or scientific school. A boy's courses are chosen from the tabulated list on page 22, in accordance with the requirements of the college he expects to enter either by certificate or by examination. A boy is not permitted to take less than eighteen or more than twenty-four hours per week.

ARRANGEMENT OF SUBJECTS BY YEARS

Courses

Units College Entrance Examinations

First Class	Latin Ia (6)	(1)	Ancient History
	Latin Ib (4)	(1)	
	Algebra I (5)	(1)	
	*English I (5)	(1)	
	Physiology (2)	(1½)	
	Physiography (2)	(1½)	
	Ancient History (5)	(1)	
	Advanced Arithmetic (2)	(1½)	
Lower Middle Class	Latin II (6)	(1)	{ Cæsar-Nepos, Grammar Elementary Composition
	Greek I (5)	(1)	
	Algebra II (4)	(1½)	Algebra I and II
	*English II (4)	(1)	
	French I (5)	(1)	
	German I (5)	(1)	
	Spanish I (4)	(1)	
	Commercial Geography (2)	(1½)	
Upper Middle Class	Latin III (5)	(1)	Cicero-Sallust, Advanced Composition
	Greek II (5)	(1)	Anabasis, Grammar and Composition
	Plane Geometry (5)	(1)	Plane Geometry
	*English III (4)	(1)	English A
	French II (4)	(1)	French A
	German II (5)	(1)	German A
	Spanish II (4)	(1)	Spanish A
	English History (4)	(1)	English History
Senior Class	Chemistry (5)	(1)	Chemistry
	Latin IV (5)	(1)	Vergil-Ovid
	Greek III (4)	(1)	Iliad
	*English IV (4)	(1)	English B
	United States History and Civics (5)	(1)	United States History
	Physics (5)	(1)	Physics
	Advanced Algebra (2)	(1½)	Advanced Algebra
	Trigonometry (2)	(1½)	Trigonometry
	Solid Geometry (3)	(1½)	Solid Geometry
	French III (4)	(1)	French B
	German III (4)	(1)	German B
	Spanish III (4)	(1)	

The figures in parentheses immediately following the various subjects indicate the number of hours per week. The figures in parentheses under the heading "units" refer to units of credit for graduation.

The column headed "College Entrance Examinations" indicates what entrance examinations a student who is going to Harvard, Yale, Princeton, Mass. Inst. of Tech., etc., is prepared for, and when he is best fitted to take them.

*Public Speaking is required of all boys in connection with the English work of each year.

COURSES OF STUDY

FIRST CLASS

ENGLISH—*Literature*, twice a week:

First Term—Homer, "The Odyssey."

Second Term—Irving, "Sketch-Book"; Arnold, "Sohrab and Rustum."

Third Term—Parkman, "The Oregon Trail."

Rhetoric and Grammar, three times a week:

All Terms—Ward, "Sentence and Theme."

LATIN Ia—"First Year Latin" (Gunnison and Harley).
Six times a week.

LATIN Ib—"First Year Latin" (Gunnison and Harley);
Cæsar, Books I-II (Walker). Four times a week.

MATHEMATICS—"Algebra for Secondary Schools" (Wells). Five times a week. Advanced Arithmetic (Ray's New Higher). Twice a week.

HISTORY—ANCIENT—"Ancient Times" (Breasted).
"Ivanhoe" Map Series; numerous standard reference works.
Davis' Readings (Volumes I and II) on Greece and Rome,
used with text. Note-book work required. Five times a week.

SCIENCE—PHYSIOLOGY—"Elements of Hygiene and Sanitation" (Hough and Sedgwick); "Applied Physiology—Advanced" (Overton). Twice a week. PHYSIOGRAPHY—"Physiography—Briefer Course" (Salisbury). Twice a week.

LOWER MIDDLE CLASS

ENGLISH—*Literature*, twice a week:

First Term—Addison, Steele, and Budgell, "Roger de Coverley Papers"; Dickens, "A Tale of Two Cities."

Second Term—Coleridge, "The Rime of the Ancient Mariner";
Scott, "The Lady of the Lake."

Third Term—Scott, "Quentin Durward."

Rhetoric and Grammar, twice a week:

All Terms—Ward, "Theme-Building."

LATIN—Cæsar, Books I-IV (Walker); Nepos (Lindsay); *Review of Grammar*; *Prose Composition* (D'Ooge). Six times a week.

GREEK—"The Elements of Greek" (Ball). Five times a week.

FRENCH—*Grammar*, "Shorter French Course" (Fraser and Squair); *Reading*, "La Belle France." Five times a week.

SPANISH—"Spanish Grammar" (Espinosa and Allen). "Spanish Reader" (Remy and Roessler), one hundred and fifty pages of selected prose. Four times a week.

GERMAN—*Grammar*, Fraser and Van der Smitten's, "German Grammar"; *Reading*, "Vorwärts," (Bacon); "Immensee" (Storm). Five times a week.

COMMERCIAL GEOGRAPHY—"Commerce and Industry" (Smith). Twice a week.

MATHEMATICS—"Algebra for Secondary Schools" (through quadratics) (Wells). Four times a week.

UPPER MIDDLE CLASS

ENGLISH—*Literature*, twice a week:

First Term—Shakespeare, "Julius Cæsar," "As You Like It," and "The Merchant of Venice."

Second Term—Tennyson, "Idylls of the King"; Browning, Selections.

Third Term—George Eliot, "Silas Marner."

Rhetoric and Grammar, twice a week:

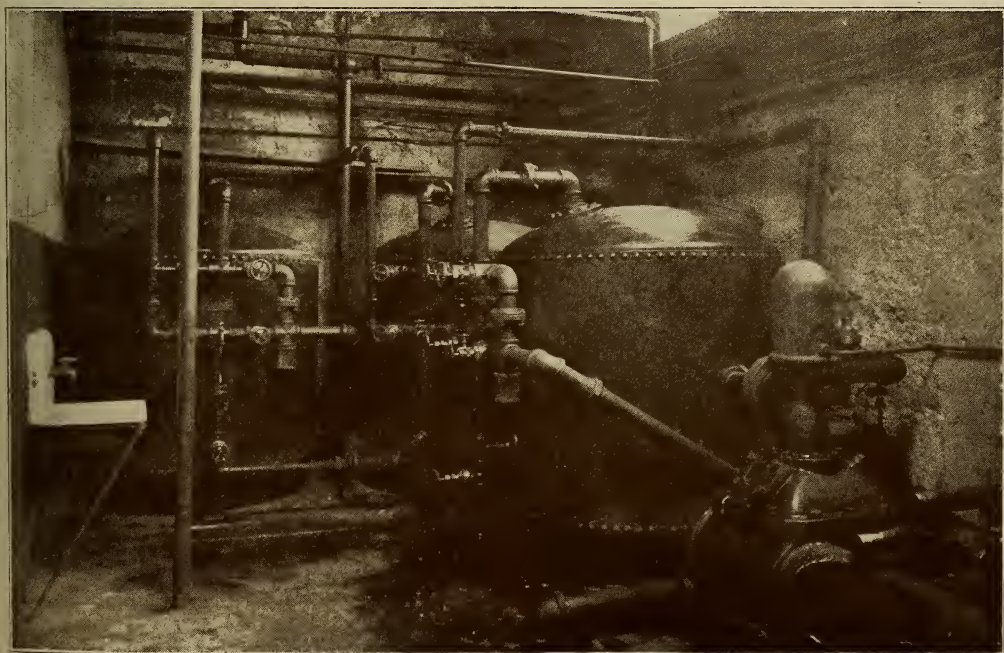
First Term—Lamont, "English Composition."

Second Term—Lamont, "English Composition."

Third Term—Frank, "High School Exercises in Grammar."



New Central Heating and Power Plant



The Swift Filter

LATIN—Cicero, "In Catilinam," "De Imperio Pompei," "Pro Archia," "Pro Marcello" (D'Ooge); *Prose Composition* (D'Ooge). Sallust, Selections. Five times a week.

GREEK—"Anabasis" (Goodwin and White); *Review of Grammar*. Five times a week.

FRENCH—*Grammar*, review based on Fraser and Squair's Grammar; *Composition*, "French Composition" (Koren). *Reading*, Daudet's "Le Petit Chose," Pailleron, "Le Monde où L'on S'ennuie." Halévy's "L'Abbé Constantin" and Dumas' "Les Trois Mousquetaires." Four times a week.

SPANISH—*Review of Grammar*, based on Espinosa and Allen. "Spanish Prose Composition" (Umphrey); Hartzenbusch's "Juan de las Viñas." Four times a week.

GERMAN—*Review of Grammar*, based on texts read and specially prepared outlines; "Elementary German Composition" (Truscott and Smith); *Reading*, Wildenbruch, "Das Edle Blut"; Baumbach, "Der Schwiegersohn"; Keller, "Romeo und Julia auf dem Dorfe." Five times a week.

MATHEMATICS—**PLANE GEOMETRY** (Phillips and Fisher). Five times a week.

SCIENCE—**CHEMISTRY** (Brownlee and others). Lectures, recitations, laboratory work. Five times a week.

HISTORY—**ENGLISH HISTORY**. "A Short History of England" (Cheyney); "Readings in English History" (Cheyney); "Ivanhoe" Map Series. Note-book work is required, based on an outline prepared by the instructor. Four times a week.

SENIOR CLASS

ENGLISH—*Literature*, twice a week:

First Term—Shakespeare, "Macbeth."

Second Term—Milton, "L'Allegro," "Il Penseroso," and "Comus"; Macaulay, "Life of Johnson."

Third Term—Washington, "Farewell Address"; Webster, "First Bunker Hill Oration"; Lincoln, Selections.

Rhetoric, twice a week:

All Terms—A. S. Hill, "The Principles of Rhetoric."

LATIN—Vergil, "Æneid," Books I-IV (Fairclough and Brown); "A Term of Ovid" (Gleason). *Sight Reading*. Five times a week.

GREEK—"Iliad," Books I-III, or equivalent amount of "Odyssey" (Seymour); *Prose Composition*. Four times a week.

FRENCH—*Review of Grammar, Advanced Composition, "Exercises in French Composition"* (Bruce) and "French Composition" (Mansion). *Reading*, Racine's "Phèdre," Loti's "Ramuntcho," Molière's "Le Médecin Malgré Lui," Hugo's "Les Travailleurs de la Mer."

SPANISH—*Review of Grammar; Commercial Correspondence* (Whittem and Andrade); *Commercial Reader* (Harrison); "Tres Comedias Modernas" (Moratin); *Spanish Magazines and Newspapers*. Four times a week.

GERMAN—*Composition*, "Writing and Speaking German" (Pope); *Reading*, Schiller, "Wilhelm Tell"; Baumbach, "Das Habichtsfräulein"; Riehl, "Der Fluch der Schönheit." Four times a week.

HISTORY—AMERICAN HISTORY AND CIVICS. "American History" (Muzzey); "Ivanhoe" Map Series. An outline showing the chief events in their proper order and relative importance is prepared by the instructor, and filled out by the students as the basis of a permanent note-book. The course in American History is supplemented also by regular work in civics, using Bryce's "American Commonwealth" as a basis for study. Five times a week.

MATHEMATICS—Solid Geometry (Phillips and Fisher), three times a week; Plane Trigonometry (Conant), twice a week; Advanced Algebra (Hawkes), twice a week.

SCIENCE—PHYSICS (Rendtorff); Lectures, Recitations, Laboratory Work.

NOTE—Classes are usually not formed for less than four students.

ENGLISH DEPARTMENT

It is primarily the aim of the English Department to prepare boys to meet the demands of the colleges in their entrance requirements in English. To that end, a four-year course has been arranged, in which a wide selection of books from the uniform college entrance list is carefully studied and thoroughly reviewed. It is the endeavor of the Department to have the tests and examinations given at least equal the college entrance examinations in severity, and to have the themes in class based upon topics measuring up to the college entrance standard. The practice in Composition, however, is extended to subjects drawn from everyday experiences of the boys as well as from the books studied in the classroom, but with the emphasis stressed upon the latter, in order to satisfy the stipulations of the colleges. At the close of the third year the class is ready to meet the requirements of English A of the College Entrance Board, the work of the fourth year being devoted entirely to the more advanced demands of English B. At graduation, therefore, a student is prepared in English to enter any of the Eastern colleges that admit only upon examination, or his diploma from Lake Forest will admit him also, without examination in English, to any certificate college that he may desire to enter.

In addition, however, to satisfying these demands on the part of the college entrance requirements, a review of Grammar is required in the first and third years, and a varying course in Rhetoric is followed throughout each of the four years. In all four classes, also, there is held daily a five-minute exercise in spelling, and neat, legible penmanship is strictly insisted upon in all the work of the Department.

Moreover, it is the endeavor of the English Department to cultivate in the students an appreciative enjoyment of good literature, as well as the power to express themselves correctly and effectively. The Library offers, in its collection of books and magazines, a wide field to those who wish to do collateral study or to extend their reading generally.

In co-operation with the Gargoyle Club, too, and in order

to further an interest in the drama, groups of students, with a master accompanying, are encouraged to attend the performances of Shakespearean plays in Chicago, or of other plays that may be especially worth while, as a study in dramatic expression and for the purpose of witnessing the presentation of great art in literature by noted men and women distinguished for their great art in acting.

LATIN DEPARTMENT

A four-year course in Latin is offered, based on the new requirements for college entrance. In the first year two courses are offered, one of four hours per week for those who have had Latin in grammar school, and one of six hours per week for those who have had no Latin before. The work of the first year consists of thorough drill in the grammar and an introduction to Cæsar. In the second year the required amount of Cæsar and Nepos is read and the grammar reviewed in connection with composition based on the Cæsar. At the end of the first two years the student should be ready for the college examinations in Latin Grammar and Cæsar.

In the third year the prescribed amount of Cicero and Sallust is read and the study of grammar and composition is continued in preparation for the Advanced Composition examination. In the fourth year the required parts of Vergil's *Æneid* are read with selections from the remainder of the work and from Ovid.

The work throughout the entire course is in harmony with the spirit of the new requirements. The student is expected to learn to read Latin and understand it, not merely to grind out a translation and memorize it. To this end translation at sight is made a regular and important part of the work from the start.

GREEK DEPARTMENT

A two- or three-year course in Greek is offered for those who desire it for entrance to college. The first two years are given to the study of grammar and Xenophon's *Anabasis* and the third, to Homer. The same principles underlie the courses in Greek as those in Latin. Accuracy in grammar work and



Reid Hall



A Corner of the Physics Laboratory

grasp of the language as shown in sight translation, not the ability to recite fluently a previously prepared translation, are made the basis of the judgment of a student's work.

GERMAN DEPARTMENT

The German course of three years is planned primarily to meet the requirements for admission to the best colleges in the country. The first year is devoted to a careful study of the fundamentals of grammar, the declension of the noun and the adjective, the conjugation of the regular and irregular verbs, the peculiarities of German word order, etc. From one hundred to one hundred and twenty-five pages of easy German are read and translated with especial attention to construction and vocabulary. In the second year one hundred and fifty pages of fairly easy material are read, and in the third year three hundred and fifty pages of more difficult material are read. In both the second and third years the study of composition is carried on regularly. The work of all the years is designed to meet the requirements of the College Board. Boys are then prepared to enter college by certificate of the school, or by examinations.

FRENCH DEPARTMENT

The courses in this department are based on the recommendations of the Modern Language Association of America and the College Entrance Examination Board. The student is advised to have at least one year of Latin before beginning the study of French.

Fraser and Squair's Shorter French Course is used in the first year, covering all the main principles of French grammar, including the more common irregular verbs. During the latter part of the year, much time is spent on dictation and connected composition based on the reader. The second year is given to reading and connected composition, the learning of all but the rare irregular verbs, and a thorough review of the main points of the grammar in preparation for the college Elementary French examinations. In the third year a systematic review of the grammar is made, extending the study to the finer points,

and a large amount of reading is done, including some poetry and works of the seventeenth and eighteenth centuries as well as modern prose. Students who have taken this course successfully should be able to pass the college entrance Advanced French examinations.

Throughout the course the main consideration is accuracy and thoroughness, especially in the mastery of the most important principles of grammar. A good pronunciation is insisted on and dictation is made a regular part of the course. As fast as the classes show the requisite quickness of thought, conversation is introduced, and in the higher courses it is possible to use French almost exclusively in the classroom.

SPANISH DEPARTMENT

The demand for Spanish has become so great that it has been found necessary to offer a three-year course in that language. The aim of the course is to give a good reading knowledge and the ability to write and speak the language correctly. A good pronunciation is insisted on, and conversation is used throughout the course to train the ear. The student who passes the course successfully should be able to read ordinary Spanish prose without difficulty, to understand Spanish when spoken clearly and carefully, and to carry on ordinary conversation.

Espinosa and Allen's Spanish Grammar is used in the first year. The work consists of careful drill in pronunciation and dictation, the study of the rudiments of grammar, and the reading of about one hundred and fifty pages of easy prose. Remy and Roessler's Spanish Reader is used for this purpose, furnishing carefully selected material and an appropriate vocabulary for the actual use of the language in conversation on interesting topics of everyday life.

In the second year the study of grammar is continued with a thorough drill in the irregular verbs and the uses of the subjunctive, in order to prepare the student for the college examination in Elementary Spanish. Special emphasis is placed on translation and composition work, which in the second half of the year develops into regular Spanish correspon-

dence. Modern Spanish authors (Hartzenbusch, Galdós, Valera) are read throughout the year.

The great and rapidly growing importance of Spanish is being more generally recognized; therefore, the third year of the course is established for those among our pupils who wish to give their knowledge of this language a special commercial finish. Thus a regular course in Spanish business correspondence is conducted, and a commercial reader acquaints the student with actual trade conditions in all Spanish-speaking countries. Spanish newspapers or magazines are read every week and instruction as well as conversation is conducted exclusively in Spanish.

SCIENCE DEPARTMENT

The study of Science begins in the First Class with Physiology and Physical Geography. Chemistry is studied in the third, and Physics in the fourth year.

Chemistry—The chemical laboratory consists of two commodious, well-lighted rooms, equipped with water connections, gas, sinks, re-agent racks, lockers, and drawers, for twenty students. Re-agents, glass ware, and special apparatus are accessible at all times. The equipment approximates \$2,000 in value.

The course consists of a systematic lecture-room and laboratory study of the chief physical and chemical properties of the more common elements and their compounds. Attention is given to the atmosphere, flames, acids, bases, salts, oxidation, reduction, crystallization, manufacturing processes, familiar substances, combining proportions by weight and volume, elementary calculations, symbols and nomenclature, atomic theory, atomic weights and valency, nascent state, the natural grouping of the elements, solution, and electrolysis.

Physics—The physical laboratory is unusually well provided with European and American apparatus, and ranks with the best academic laboratories in the country. The value of the apparatus and equipment is approximately \$5,000.

The course gives a thorough foundation in the general physical principles in view of further study in more advanced schools. The lecture-room work is illustrated by qualitative

experiments, while those of a purely quantitative nature are reserved for individual investigation in the laboratory.

The aim of the laboratory work is to supplement the student's fund of concrete knowledge and to cultivate his power of accurate observation and clearness of thought and expression. The exercises are chosen with a view to furnishing forceful illustrations of fundamental principles and their practical applications. They are such as yield results capable of ready interpretation, obviously in conformity with theory, and free from the disguise of unintelligible units.

HISTORY DEPARTMENT

The primary aim of the History Department is to introduce the student to historical methods of thinking and to teach him to use historical material intelligently. The standard set by the college entrance examinations in history makes it necessary for candidates to gain the historical view-point, and it is the constant endeavor of the department to secure this end. While regarding this as the most important object to be attained, there is no tendency to neglect the foundation on which it must be based—an accurate and comprehensive knowledge of the essential concrete facts of history.

Every effort is made to develop in the student a true appreciation of the meaning of history. Modern conditions are considered and parallels are constantly drawn. The daily newspapers and the standard magazines are regularly referred to, and students are taught practical lessons in government and politics.

The courses are conducted by discussions in the classroom based upon the text-book, outside reading in standard works, or in collections of extracts from the sources, and by talks from the master. Daily written tests show quickly how well the work is mastered. The relation of history to geography is constantly emphasized by reference to the globe and wall-maps in the classroom, and by outside work in historical outline atlases. Special attention is paid to map work, and each student is required to keep an accurate note-book.



Views in Lake Forest



View in a Ravine

MATHEMATICS DEPARTMENT

The courses in mathematics are based on the entrance requirements of the leading universities and technical schools. As in the other departments, the subjects usually classed as half-year courses extend throughout the entire school year, thus making it possible for candidates for college entrance examinations to be in the best shape at the end of the school year.

The first year work in Algebra consists of a thorough drill in the fundamentals. The class is divided into small sections, and every effort is made to see that the members of the First Class get an accurate knowledge of Algebra to quadratics.

Through experience it has been discovered that a great many boys who enter Lake Forest Academy know but little Arithmetic, which deficiency is a great disadvantage in their subsequent mathematical work. Not only do they have undue difficulty with Algebra and Geometry but also with the mathematical parts of Physics and Chemistry. It has been decided to offer in the first year a course in Advanced Arithmetic. All boys in the First Class will take this course unless they show by an examination that they have a sufficient knowledge of Arithmetic to make the course here unnecessary for them.

The course is designed especially to help those whose mathematical training has been neglected or whose ability in mathematics is limited. A very definite method will be followed and an earnest effort made to teach boys to think mathematically. In addition to the fundamentals of Arithmetic the course will deal especially with interest, discount, stocks and bonds, involution, evolution, and mensuration, subjects which are of great importance in connection with later mathematics and of value in life outside school.

The second year course in Algebra is devoted to a study of the theory of indices, quadratic equations, graphs, arithmetical and geometrical progressions, and the binomial theorem. At the end of this year the student should be ready for the college entrance examination in Elementary Algebra.

Plane Geometry is studied in the third year. Each stu-

dent is required to keep a note-book of original problems, which can then be used as a reference book for a systematic review at the end of the year.

For students who are planning to go to technical or engineering schools three courses in mathematics are offered in the Senior year. The three are Solid Geometry; Plane Trigonometry, including a special study of logarithms; and Advanced Algebra. The course in Advanced Algebra is planned to meet the requirements of the scientific and engineering departments of such universities as Yale, Cornell, and the Massachusetts Institute of Technology.

COMMERCIAL GEOGRAPHY

The course is planned to give an exact and intimate knowledge of the production and distribution of the world's great commercial staples, as well as of the progress of its leading manufacturing industries. Although the greater part of the time is devoted to the United States as "a world in itself," comparisons between different countries and regions will not be neglected.

The aim of the course is to impart to the student a clear insight into the scientific foundations of modern commerce and industry, and to enable him to appreciate the high efficiency of the United States as a leader in commercial transactions. The course is recommended to students who intend to go to schools of finance and commerce.

PUBLIC SPEAKING

A course in Public Speaking is maintained throughout the four years of school. The time given to this work amounts to about one and one-half hours per week. Every boy in school is required to take this course each year that he is a student here. It is a very valuable training for all boys. The master in Public Speaking devotes much thought and attention to the boys' work in this course, and every boy speaks many times each year before his class and before the Orange or the Black Club.



Walsh Cup



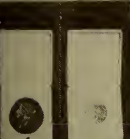
Talbot Cup



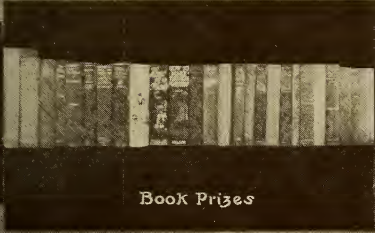
Spies Cup



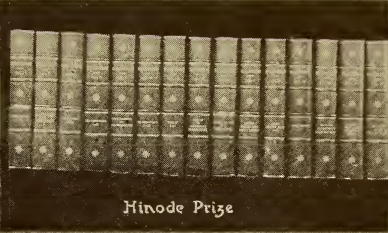
Declamation Cup



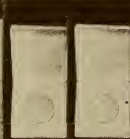
McKay Prize-\$25



Book Prizes



Hinode Prize



Faculty High Honor Prizes-\$10-Each



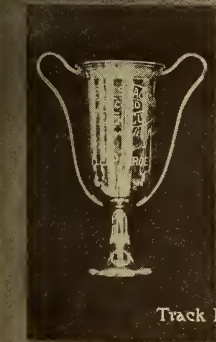
Pressinger Cups



Physical Director's Cup



Baseball Cup



Track Record Cups



Copp Cup



Left - Haven Medal
Right - Reid Medal



Tennis Medals



Chalfield-Taylor Prize - \$25



Fidelity Prize-\$20



Bates Prize-\$20



Candy Prize-\$20



Carr Prize-\$10

Commencement Prizes

The purpose in this course is not only to give students practice in talking before an audience, but also to aid them in learning to think closely and systematically. For correcting inaccurate and hazy methods of thinking there is no better training than systematizing and briefing material for debate, and this necessary fundamental groundwork is kept thoroughly in mind throughout the course. Teams for debating and declamation contests are chosen each year for competition between the clubs and with other schools.

PHYSICAL TRAINING

Because of a belief in the need of correct physical, as well as intellectual and moral, growth of the students, Physical Training was established in 1910 as a regular department of the Academy. Physical exercise is required five afternoons a week. The physical exercise hour is a regular appointment the same as other required appointments. The aim of the department is to promote health, systematic bodily development, and efficiency, to make a beginning in real physical education.

To this end a system has been established which includes the best of all "systems" of physical training. Recreative work alone will not accomplish this purpose, and the program must include not only recreative work but that which is also hygienic, corrective, educative, and developmental as well. The work is, therefore, required throughout the course.

PHYSICAL EXAMINATIONS

When a boy enters the School his parents are asked to fill out the "Personal History Blank," which contains an outline of past physical condition, including sickness, injuries, and hereditary tendencies. The data are considered strictly private and are retained by the Physical Director to serve as a basis for advice concerning physical work.

At the beginning of each year every boy is required to have a medical examination by the School Physician, especial attention being given to the heart, lungs, and abdominal organs.

No boy is allowed to take up vigorous physical work without this examination.

Each boy is then given a thorough physical examination by the Physical Director. This includes measurements, strength tests, and a complete physical diagnosis. Emphasis is placed upon a study of the heart rate and blood pressure both before and after exercise, and upon postural defects. In case of individual needs the boy is advised as to special work and hygienic habits. His physical condition is closely watched during the year and suggestions are given from time to time as needed. A second examination is given in June for comparative study, and a report of progress is sent to the parents with the student's record.

Supplemental examinations are given throughout the year to all boys who are members of athletic teams to determine whether participation in athletics is having any ill effects.

ORGANIZED ATHLETIC WORK

During the fall term the work consists largely of outdoor athletics, including football, soccer, field hockey, tennis, basketball, and cross country running. During the winter term the work of the gymnasium classes consists of vigorous drill in floor calisthenics, light and heavy apparatus, balancing and breathing exercises, gymnasium tactics, dancing steps, games, etc. The intention is to make this work recreative as well as corrective and strengthening. In classes, students are required to wear regulation gymnasium suits consisting of shirt, long trousers and gymnasium shoes. Opportunity is given for games of basketball, indoor baseball, volley ball, indoor track work, and also for swimming. During the spring term the outdoor work is again resumed, consisting of baseball, tennis, track and field athletics. The rudiments of the various American athletic sports are taught by actual experience in competition in order to encourage the student's interest in the upbuilding of his own body as well as in popular competitive pastimes.

SWIMMING

Swimming in the gymnasium pool is a compulsory part of the work for all students who are physically fit. If a boy has not learned how to swim before coming to the Academy, he will be taught by competent instructors free of charge. The Physical Department grants a swimming certificate when the work has been completed satisfactorily. Instruction is also given in life saving and resuscitation and a special "Life Saving Certificate and Insignia" is given for proficiency in this course.

TENNIS

Because of our belief in tennis as a splendid form of exercise which can be utilized both in school and in after life, a special effort is made to encourage tennis as a feature of our athletic life. At the opening of the fall term every boy is placed in the ranking list for the all-year tournament. The boys are divided into groups of ten. A boy has the privilege of challenging any one of his own group, and if in first or second place of his group, he may challenge into the next higher group. During the year the ranking list becomes so adjusted that every boy is competing with others of his own ability. In order that even the unskilled players may have some incentive, a medal is awarded at the close of the year to the winner in each group.

INTERSCHOLASTIC ATHLETICS

In addition to the regular physical training work, teams for interscholastic competition in football, baseball, basketball, tennis, swimming, track and field athletics are organized and trained by special faculty coaches. Several teams are organized in each department of athletics in order that all boys may compete with others of their own age and size. No boy need sit idly on the side-lines. Lake Forest Academy teams have always made a creditable record for true sportsmanship in competition with other teams. Most of the games are played at the Academy. No student is allowed to

enter interscholastic competition unless he keeps his studies up to passing grade in at least three full courses of academic instruction. The Academy stands for purity in athletics as well as in the personal life of the boy. Unless objection is received from the parents or guardians it is assumed that the students have permission to compete in all athletics. There are on the campus, two baseball diamonds, two football fields, eight tennis courts, and an oval cinder running track with a 220-yard straightaway.

ORANGE AND BLACK CLUBS

In addition to the regular Academy athletic teams, two athletic clubs have been organized among the students for competition. These two clubs are named for the Academy colors, Orange and Black. Each student is enrolled in one of these clubs when he first enters the Academy.

The chief purpose of the clubs is to encourage intra-mural athletics. It has been proved conclusively that properly directed play and exercise are as essential factors in the most desirable development of students as any subject in the curriculum. Athletics in high schools are now subjected to more or less criticism for the reason that their nature is not such as to permit more than a comparatively small percentage of the students to participate successfully therein. This undesirable condition of affairs has been corrected here, and an examination of the annual schedule will show that Lake Forest cannot be included in the list of schools which give only "the favored few" the benefit of instruction.

All sports are more exhilarating and consequently more profitable when the spirit of competition is introduced. Our plan includes both team and individual competition. Club teams are organized in the chief sports. Emphasis is placed also on individual events such as punting, drop kicking, and forward passing in football; goal throwing in basketball; diving and swimming; all track and field events; and numerous events suitable for indoor competition during the winter.

The scoring system is so arranged that *every* boy in school, no matter how unskilled he is, may score one or more points for



The Mid-Winter Dance



The Musical Clubs

himself and for his club in *every* event. Special incentive is offered to better the initial effort and thus to score more points for each additional accomplishment.

By this variety of athletic sports students are prevented from overspecializing in any one sport. To give further encouragement to general development, the Physical Director offers a prize for the winner of the all-around competition.

GENERAL HEALTH CONDITIONS

The health of the student is safeguarded in every possible way. The school employs a trained nurse who lives at the school and is available at all times. She and the Physical Director keep constant watch over sanitary and hygienic conditions. The nurse makes inquiries every morning in each dormitory, co-operating with the House Masters to forestall sickness, and gives personal attention to all cases of illness. In every case of illness that keeps a student from his regular work, a physician is called immediately and if it is the physician's opinion that the boy will be in bed more than one day, he is sent to Alice Home Hospital. Here he receives the best of treatment under the care of excellent physicians and trained nurses. A special student rate of a dollar and a half per day is charged, not including the physician's fees.

EMERGENCY TREATMENT

A new "First Aid" room has been added to the facilities of the Department of Physical Education. The room, twelve feet by twenty feet, is finished in the most sanitary manner. All furniture is white enameled. The equipment includes an electric stove, an electric heating pad, an electric massage machine, the latest type of "Therapeutic Arc Lamp," and a modern X-Ray Machine. The services of the Physical Director are available to the boys at practically any hour of the day. Emergency treatment is the only treatment attempted by the Director. Included in such cases are bruises, contusions, sprains, slight wounds, skin abrasions, and so forth. Cases

requiring medical treatment are referred to the School Physician.

PHYSIOLOGY

The aim of this course is to give the student elementary but practical knowledge of the structure, function, and care of the body, and of sanitary conditions under which we live. The course is two hours a week and is correlated with the work in physical training.

MUSIC DEPARTMENT

Arrangements for the study of music may be made with Henry Purmort Eames in piano; with Edward J. Freund in violin; with Signor Salvatore Tomaso in mandolin, guitar, and banjo. Charges for such study are extra.

The Glee Club, Mandolin Club, and Orchestra, trained by masters in residence at the school, give ample opportunity for ensemble practice, both instrumental and vocal. The joint concert given by the combined Musical Clubs is one of the notable features of the Mid-Winter Festivities held in February, and much emphasis is placed on the function properly performed by musical organizations in the life of the school.

DANCING

Lessons in modern dancing are given by Mr. A. L. Bournique. Mr. Bournique has had a long and successful experience as a teacher of dancing and ballroom etiquette.

LECTURES AND ENTERTAINMENTS

A prominent feature of the school life in recent years has been the Entertainment Course, which has brought to Lake Forest Academy many notable people. As far as possible the entertainments are arranged to fall on Saturday evenings.

The school owns a latest model 6A Powers Motion Picture Machine, equipped with special Gunloch lens and compensarc device. After study hall on the Saturday evenings when there is no lecture or other entertainment, motion picture entertain-



Views on the Athletic Fields

ments are given. Pictures are shown which are both educational and entertaining.

In the past few years the lecture course has brought to the Academy such people as the following: Alfred Noyes; Mme. Carolina White; Leland Powers, Reader; The Metropolitan Grand Quartette; Frank Speaight, Interpreter of Dickens; Ralph Bingham, Humorist; W. W. Ginn, in "The Man from Home"; Laurant, Magician; Benjamin Chapin, "Lincoln"; Wilbur Arthur, "Monsieur Beaucaire"; Ross Crane, Cartoonist; George Underhill, Interpreter of Dickens; The Rawies, South Sea Islanders; Bohumir Kryl, the famous bandmaster and cornetist; Montraville Wood, Scientific Lecturer; The Zoellners, Musical Company; The Bostonian Sextette; Wm. M. Lewis, Lecturer; Kortschak, Violinist; Miss North, Soprano Soloist; The Ben Greet Players; and many others.

EXPENSES

The tuition for day pupils is \$300.00 for the year. This covers all charges except the fees mentioned below.

The charge for boarding pupils is \$950.00 for the year. This covers tuition, living expenses, and the washing of thirty pieces per week.

Pupils are received only for the entire year, except in the event of vacancies, which will be filled for the remainder of the year. *No deduction from the annual charge is made for the students who are dismissed or who leave after the opening of the year, except in cases of continued illness lasting three months or more, and then under no condition will more than half the charges be refunded.* For the convenience of patrons, the annual charge of \$950.00 may be divided into two payments, \$475.00 due on the opening day of the school year, and \$475.00 due on January 15th.

LABORATORY AND OTHER FEES

Physics or Chemistry per year \$15.00

These charges are to cover the use of apparatus and the cost of material.

Lecture Course and Library per year \$15.00

Athletics per year 15.00

These fees cover the admission to all home games and lectures as well as to the privileges of the Athletic Association.

Mending Clothing per year \$10.00

Graduation Fee 5.00

Parents are requested to allow only a limited amount of spending money. Neglect of this request will work strongly against the best interests of the boy.

The Academy has its own book and athletic stores. Besides books, the boys may here buy, or order, gymnasium and other outfits, stationery, pennants, etc. Only a limited amount of credit is given.

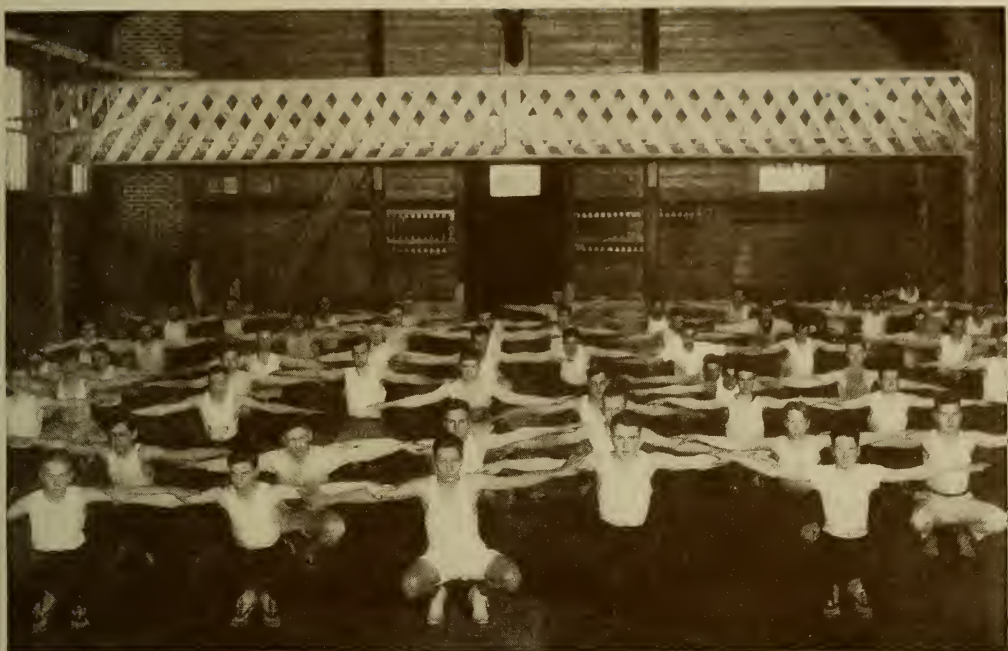
ROOM FURNISHINGS

Each room is furnished with a single bed and mattress, a table, chiffonier, and chair. Each boy is expected to bring:

2 Pairs of Sheets	4 Pillow Cases (Size of pillow,
2 Pairs of Blankets	23 x 29 in.)
2 Counterpanes or Couch Cover	12 Towels
(Size of bed, 6 ft. x 3 ft. 6 in.)	8 Napkins

Each article must be marked with the boy's name and initials, either stitched in or in indelible ink; all trunks should be plainly marked.

Boys should bring, in addition, a napkin ring, drinking glass, toilet soap, bath-robe, rugs (size of room 9x11 ft.), curtains (size of window 6x4½ ft.), brushes, bootblackening, and stormy weather clothes.



A Physical Training Class



The Football Squad

ROOMS

Practically all rooms are so placed as to have the sun half of each day. The rooms are cared for by the school servants. However, boys are expected to pick up and put away their clothing and not to leave their rooms in unreasonable disorder.

All rooms are in good condition when assigned to students in September, and each boy is responsible thereafter for damage occurring in his own room. It is expected that each student will exercise the utmost care in avoiding injury to the rooms or halls. Any damage done must be paid for by the student at once. Students must bring only such wall decorations as can be hung from the moulding.

FIREARMS

Students are forbidden to have air guns or firearms of any kind in their possession.

AUTOMOBILES

Students are not allowed to have automobiles or motorcycles at the school.

THE SCHOOL PUBLICATIONS

THE SPECTATOR

Published each week throughout the school year by the students of Lake Forest Academy.

<i>Editor-in-Chief</i>	M. T. CLOW
<i>Business Managers</i>	{ A. T. CANDY, JR. EDWARD THOMAS

THE STAFF

M. P. MOUAT

C. G. MCKAY
J. L. COOK, JR.

J. L. BAUGHMAN
E. C. MACK

THE CAXY

Published annually by the members of the Senior Class.

Editor-in-Chief H. C. NICHOLLS

Managing Editor H. C. COOK

Business Managers { J. L. COOK, JR.
A. T. CANDY, JR.

Assistant Business Manager . . . E. C. MACK

Literary Editor G. C. PARR

Art Editor M. T. CLOW

Athletic Editor F. D. RUDOLPH

Social Editor C. G. MCKAY

Associate Editor F. K. PAGENKOPF

THE MID-WINTER FESTIVITIES

On the Friday and Saturday nearest Washington's Birthday the school holds each year its "Mid-Winter Festivities." During this time one of the house dormitories is given over entirely to the guests of the members of the school, school work is discontinued for a day and a half, and the school gives its whole time to entertaining its visitors. At this time the Musical Clubs give their concert, the Gargoyle Club presents its annual play, and two dances and a basketball game add to the gayety. The festivities close with the formal Mid-Winter dance on Saturday night.

It is the policy of the school to condense its social activities as far as possible into one short period, rather than permit them to interfere with school work at all times of the year. Healthy social life has unquestioned value in the development of a boy's character, and we believe that the possible danger of an over-emphasis of this side of school life is met more effectually by concentration in this way than by any other method.

THE GARGOYLE CLUB

The Gargoyle Club, the Academy dramatic organization, presents a play annually during the Mid-Winter Festivities.

On February 19th, 1921, the light comedy, "Nothing

But the Truth," was presented with brilliant success. The cast of characters was as follows:

<i>E. M. Ralston, head of a brokerage firm</i>	WILLIAM BREWSTER DAVIS,	'21
<i>Clarence Van Dusen, a capitalist who takes chances</i>	ARTHUR CHESTER BRIGHAM,	'22
<i>Bishop Doran, ignorant of business</i>	GARNER CECIL PARR,	'21
<i>Bob Bennett, a partner in the firm</i>	JACKSON HOBART TUCKER,	'22
<i>Dick Donnelley, another partner</i> .	WILLIAM BRONSON PALMER,	'23
<i>Swift, butler</i>	CARL SEWARD REED,	'21
<i>Gwen Ralston, a debutante in love with Bob</i>	BARTON HEPBURN,	'24
<i>Mrs. Ralston, a society matron</i> .	CUTHBERT GUERNSEY MCKAY,	'21
<i>Ethel Clark, a wealthy bud</i> . .	EMIL HINSHAW BILHARZ,	'22
<i>Mabel</i> } actresses	{ GERALD ALBERT GIBBS,	'23
<i>Sabel</i> }	{ JACK DANA FENLASON,	'23

THE MUSICAL CLUBS

The combined musical clubs, consisting of the Glee Club, Mandolin Club, and the School Orchestra, give a concert at Mid-Winter each year. In 1921 the program was as follows:

1. Meditation *Gounod*
ORCHESTRA
2. Serenade *Gumbert*
GLEE CLUB
Little Mother of Mine, Solo *Burleigh*
P. G. McCLINTOCK
3. When I Dance With You, Dreamy Melody *Tomaso*
4. When the Roses Are in Blossom *arr. by Koepke*
Longing for Home, Cornet Solo
R. HOLM
5. Winter Song *Bullard*
GLEE CLUB
Beautiful Isle of Somewhere, Solo *Fearis*
E. PERKINS
6. Margie *Conrad*
MANDOLIN QUARTETTE

7. I'se Gwine Back to Dixie *White*
MIXED QUARTETTE
Dear Old Pal of Mine, Solo *Rice*
W. BUTLER
8. Squirrels, Piano Solo *Koepke*
E. BILHARZ
9. March *Mendelssohn*
ORCHESTRA
10. Alma Mater *McLeod Boyle, 1914*

COMBINED CLUBS

PERSONNEL OF MUSICAL CLUBS

GLEE CLUB

First Tenors—

COOK, H.
MCKAY
ROHRBACK
KOPF

Second Tenors—

CONWAY
MERIGOLD
BILHARZ
LIBBY, V.
SMITH, S.

First Basses—

PERKINS
MCCLINTOCK
EDWARDS
WATTS

Second Basses—

BAUGHMAN
BELLROSE

MANDOLIN CLUB

First Mandolin—

CANDY
NICHOLLS
HEINE
MERIGOLD
KIMBALL

First Banjo—

CHAFFIN
FEHR
SMITH, S.
STEPHEN

Second Mandolin—

HILL

Second Banjo—

KOPF
COOK, H.
HALL
ROHRBACK

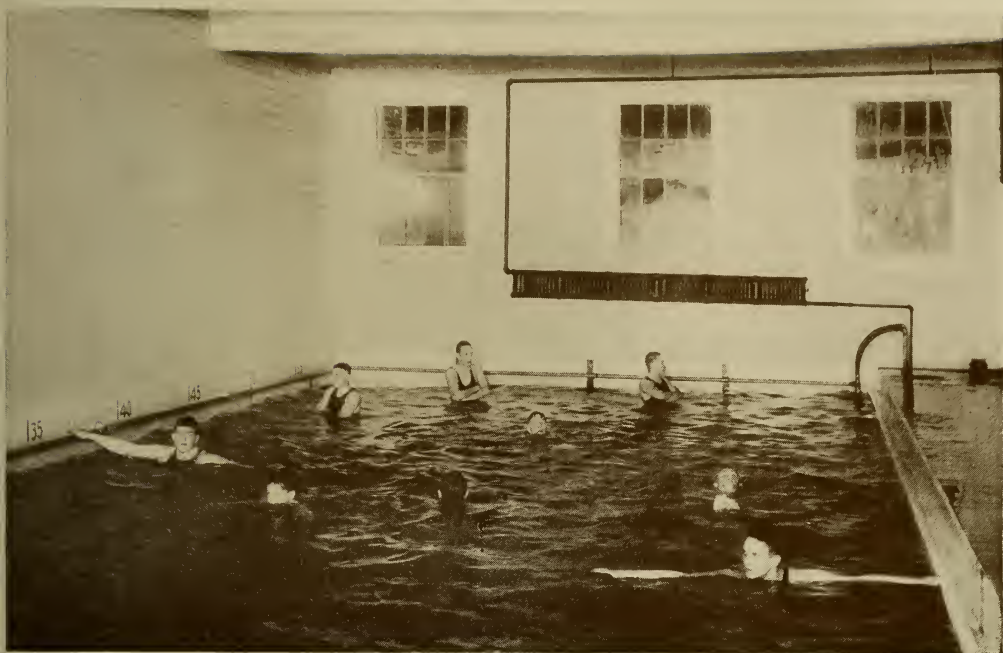
MANDOLIN QUARTETTE

First Mandolin—

NICHOLLS, H. C.
CANDY, A. T.

Second Mandolin—

COOK, H. C.
KOPF, H.



One End of the Swimming Pool



The Gargoyle Club Play

ORCHESTRA

First Violin—

SMITH, S.
SARGENT

Cornet—

HOLM
LIBBY, M.

Second Violin—

LIBBY, V.
PERKINS

Saxophone—

THOMPSON
BRADY

Flute—

HILL

Drums—

STEPHEN

Piano—

MR. KOEPKE
BILHARZ

THE SCHOOL CLUBS

The school is divided into two clubs, the Orange and the Black, which contend with one another for athletic and mental superiority. The membership in these school clubs for 1920-1921 is as follows:

ORANGE CLUB

ANNIS	DOOLITTLE	KIMBALL	ROSE
BATEMAN	EDWARDS	KNUDSON	RUDOLPH
BAUGHMAN	FEARY	LACEY	RUSSELL
BOND	FENLASON	LANSING	SARGENT
BREWSTER	FERGUSON	LIBBY, M.	SIMONSON
BRIGHAM	FITZ-HUGH	LONNQUIST	SMITH, E.
BROTZ	GAMBLE	MATTHEWS	SMITH, S.
BRUUN	GIBBS	McAFEE	THIESEN
BUTLER, S.	GORDON	McCLINTOCK	THOMAS, S.
CASE	HASTINGS	McLONEY	THOMPSON
CATCHPOLE	HAYNES	McSURELY	TINCHER
CHAPPLE	HEATON	MILLER	TRAVIS
COLEMAN	HEDGES	MOORE	WARREN, B.
COOK, J.	HEINE	MOUAT	WEST
CORNISH	HEPBURN	NICHOLLS	WETZEL
COVERT	JAMISON	PATTISON	ZIOCK
DAVIS	JONES	REED	

BLACK CLUB

ALLER	CONWAY	HOWE	PARR
BAHNSEN	COOK, H.	KOPF	PEARCE
BELLROSE	COVER	LAMER	PERKINS
BENJAMIN	DAMGARD	LEETE	PUSHMAN, G.
BENTLEY	EHRLICHER	LIBBY, V.	PUSHMAN, T.
BERGEN	EVANS	MACK	ROGERS
BILHARZ	FEHR	MAGNUSON	ROHRBACK
BLACK	FLUES	MARTIN	STEPHEN
BRADY	FREEMAN	McKAY	STONE
BULLAMORE	GRAY	McMULLEN	THOMAS, E.
BUSH	GRIMM	MERIGOLD	TUCKER
BUTLER, W.	GUNTHER	MILLIGAN	WAGNER
CANDY	GUTIERREZ	MONTELIUS, A.	WALLER
CANON, R.	HALL	MONTELIUS, H.	WARREN, S.
CANON, S.	HAMILTON	OWEN	WATTS
CHAFFIN	HILL	PAGENKOPF	WINE
CLOW	HOLM	PALMER	WITT

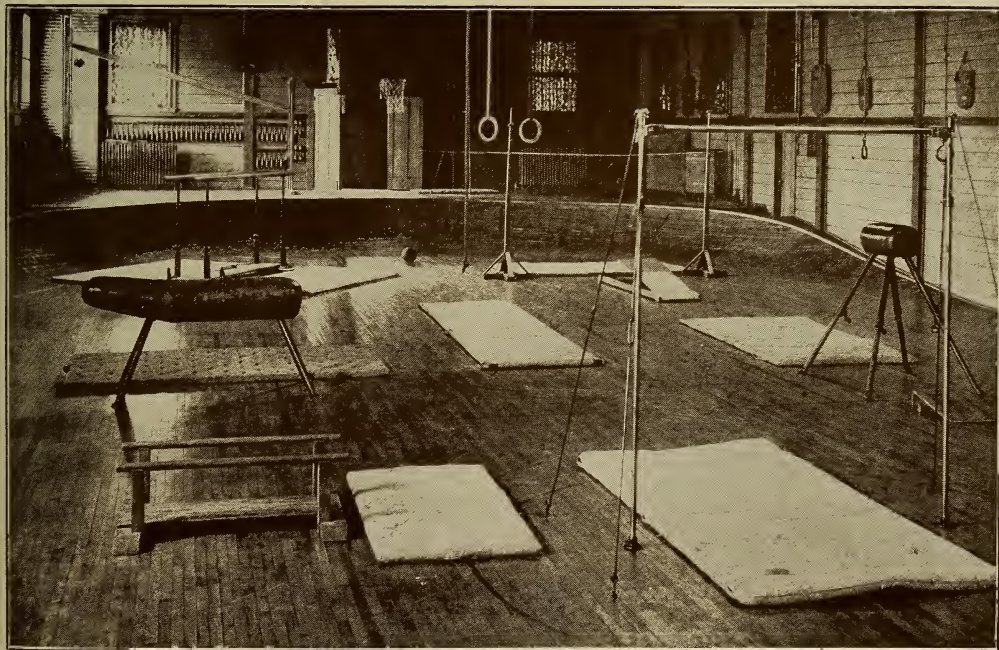
THE ATHLETIC ASSOCIATION

Every boy is a member of the Athletic Association. This is under the direction of a Board of Control, consisting of the captains and managers of the various teams, together with the Headmaster and the Athletic Director. The captains are elected by the teams they lead; the managers by the Association. For 1920-1921 these officers are:

Football Captain	V. R. ROHRBACK
Football Manager	F. D. RUDOLPH
Basketball Captain	H. KOPF
Basketball Manager	J. L. LACEY
Track Captain	H. C. PEARCE
Track Manager	H. C. NICHOLLS
Baseball Captain	F. K. PAGENKOPF
Baseball Manager	A. C. THOMPSON



The Gymnasium



One End of the Gymnasium

THE SCHOOL MONOGRAM

The school monogram in various forms is awarded by the Board of Control to players on the football, basketball, baseball and track teams. The wearers of it for 1920-1921 are:

FOOTBALL, 1920

FIRST TEAM

ROHRBACK, Captain	KOPF	McAFEE
PAGENKOPF	HOLM	PATTISON
FERGUSON	HOWE	COLEMAN
McCLINTOCK	FLUES	PERKINS
PEARCE	RUDOLPH, Manager	

SECOND TEAM

ALLER	BRADY	HASTINGS	THOMPSON
BATEMAN	BRIGHAM	MARTIN	WARREN, S.
BAUGHMAN	CATCHPOLE	MATTHEWS	WETZEL
BELLROSE	DAMGARD	MERIGOLD	WITT

BASEBALL, 1920

FIRST TEAM

HOLM, Captain	GIBBS	SAUNDERS
PAGENKOPF	KOPF	ROHRBACK
McCORMICK	KELLOGG	CATCHPOLE
PATTISON	DAVIS, Manager	

TRACK, 1920

FIRST TEAM

PEARCE, Captain	PAGENKOPF	KOPF
ROHRBACK	MILTON	McKAY

A. BORGSCHULZE, Manager

SECOND TEAM

ELY	JAMISON	COOK, H.	SWAIN
-----	---------	----------	-------

TENNIS, 1920

SAUNDERS, Captain	KIMBALL
PAGENKOPF	KELLOGG

HEAVY WEIGHT BASKETBALL, 1921

FIRST TEAM

KOPF, Captain

PEARCE

PATTISON

PAGENKOPF

ROHRBACK

McCLINTOCK

HOLM

LACEY, Manager

SECOND TEAM

HOWE

JAMISON

LIGHT WEIGHT BASKETBALL, 1921

McKAY, Captain

PARR

BUSH

HASTINGS

FLUES

COOK, J.

ACADEMY TRACK RECORDS

880 Yard Run	Percival	1:59 $\frac{2}{5}$ sec.
120 Yard Hurdles	Schnur	:15 $\frac{3}{5}$ sec.
50 Yard Dash	Rogers and Mandel	:5 $\frac{2}{5}$ sec.
100 Yard Dash	Ingersoll, Bauer and Rogers	:10 sec.
220 Yard Dash	Scott	:22 $\frac{3}{5}$ sec.
440 Yard Dash	Jaicks	:51 $\frac{4}{5}$ sec.
Mile Run	Hamet	4:47 sec.
220 Yard Hurdles	Cotton	:26 sec.
Shot Put	R. Owsley	47 ft. 11 $\frac{1}{2}$ in.
Hammer Throw	Alderman	164 ft. 2 in.
Discus Throw	Alderman	125 ft. 7 in.
Javelin Throw	R. Owsley	157 ft. 3 in.
Running High Jump	Pearce	5 ft. 10 $\frac{1}{4}$ in.
Running Broad Jump	Cooper	21 ft. 10 $\frac{1}{2}$ in.
Pole Vault	Myers	11 ft. 6 in.
300 Yard Dash	Ingersoll	:34 $\frac{1}{5}$ sec.

RELAYS

One	Bishop	}	3:48 $\frac{2}{5}$ sec.
Mile	Miller		
Relay	Flewellyn		
(six	De Bronkart		
men,	Haynes		
indoor)	Barger		



The Baseball Team



The Track Team

One Mile Relay (four men, indoor)	<table><tr><td>Bishop</td><td></td></tr><tr><td>Percival</td><td></td></tr><tr><td>Miller</td><td></td></tr><tr><td>Flewellyn</td><td></td></tr></table>	Bishop		Percival		Miller		Flewellyn		3:48½ sec.
Bishop										
Percival										
Miller										
Flewellyn										

COMMENCEMENT

June 18 and 19, 1920

FRIDAY, JUNE THE EIGHTEENTH

Tennis Match (Academy Campus)	2:30 P. M.
Class Day Exercises } Declamation Contest }	(Reid Hall Chapel) 4:30 P. M.
Senior Dance (Academy Gymnasium)	7:45 P. M.

SATURDAY, JUNE THE NINETEENTH

Graduation Exercises (Reid Hall Chapel)	11:00 A. M.
Commencement Luncheon (Academy Gymnasium)	12:30 P. M.

CLASS DAY EXERCISES

Poem	GEORGE LAMONTE WEISSENBURGER
History	CUTHBERT GUERNSEY MCKAY
Song—"Fair Lake Forest"	McLeod Boyle, 1914
Prophecy	ARMIN AMES WIDMER
Announcement of Athletic Honors and Distribution of Prizes	MR. FLOYD L. BROWN
Song—"Loyalty"	McLeod Boyle, 1914
Ivy Oration	HOWARD FRANCIS BOND
Reception of the Spade for the Class of 1921	JAMES LOWELL COOK, JR.
School Cheers	

GRADUATION EXERCISES

THE CHAPEL, 11:00 A. M.

- I. March (*Processional*) MR. KOEPKE
- II. Responsive Reading . Led by REV. JOHN HERBERT EDWARDS
- III. Hymn—"Coronation" Holden
- IV. Prayer REV. GEORGE ROBERTS, JR.
- V. Vocal Solo ALICE PHILLIPS

- VI. Address—"Snap Shots of the Educated Man," by Rev. Hugh Elmer Brown, Pastor of the First Congregational Church, Evanston, Illinois.
- VII. Vocal Solo WILLIAM PHILLIPS
- VIII. Presentation of Diplomas by the Headmaster, with the Announcement of Prizes.
- IX. Duet MR. and MRS. PHILLIPS
- X. Benediction REV. JOHN HERBERT EDWARDS
- XI. Recessional MR. KOEPKE

PRIZES

The Haven Medal in memory of Dr. A. C. Haven is presented by Mrs. A. C. Haven of Lake Forest, Illinois, to the member of the graduating class who has had the highest average in scholarship during his Upper Middle and Senior years.

The Arthur Somerville Reid Medal, given annually for many years by the late Mrs. Simon J. Reid of Lake Forest, and sustained by her daughter Mrs. C. W. Barnes, is presented to the member of the graduating class who has stood second in scholarship during his Upper Middle and Senior years.

The Hinode Prize of a set of Thackeray is presented by Mr. P. H. McKay of Kobe, Japan, to the member of the Senior Class who, in the judgment of the faculty, speaks the best English in the school.

The Rose Farwell Chatfield-Taylor Memorial Prize of twenty-five dollars in gold is sustained by Mr. H. C. Chatfield-Taylor of Lake Forest, Illinois, and is presented to the member of the Senior Class who by his industry, manliness, and honorable conduct has done most for the life and character of the boys of the school. The award of this prize is made by the faculty after having considered the results of a secret ballot by the boys of the school.

The Fidelity Prize of twenty dollars in gold is presented by a friend of the school to the holder of a scholarship who has made the most satisfactory all-around record in scholarship, industry, athletics, and influence in his class.

The Talbott Cup, presented by Maj. N. S. Talbott of



The Football Team

Dayton, O., is presented to that member of the Senior Class who is most proficient in scholarship and athletics combined.

The Spies Prize Cup is presented in memory of Franza Spies by Mr. Fred A. Spies of Chicago, Ill., to the member of the Upper Middle Class who is most proficient in scholarship and athletics combined.

The Loyalty Prize of twenty-five dollars in gold is presented by Mr. P. H. McKay of Kobe, Japan, to the member of the Upper Middle Class who exemplifies the finest school spirit and greatest loyalty to the best interests of Lake Forest Academy. The award of this prize is made by the faculty after considering the results of a secret ballot by the members of the Upper Middle Class.

The Robert Walsh Memorial Prize of a silver loving cup, sustained by Mr. and Mrs. Edward F. Walsh of Bartlesville, Oklahoma, is presented to the member of the Upper Middle Class who is adjudged to excel in manly purity of character among his classmates.

The Copp Cup is presented by Mr. Herbert Guy Copp of Rock Island, Illinois, to that member of the school publications boards who is adjudged to have been most faithful and efficient in his work.

The Albert Candy Prize of twenty dollars in gold is presented by Mr. Albert Candy of Chicago to that member of the Lower Middle Class who, in the judgment of the faculty, has made the greatest general improvement in studies, conduct, spirit, and attitude in the school.

The Bates Prize of twenty dollars in gold is presented by Mr. A. M. Bates of Chicago to that member of the First Class who, in the judgment of the faculty, has made the greatest general improvement in studies, conduct, spirit, and attitude in the school.

The Clyde Carr Spelling Prize of ten dollars in gold is presented by Mr. Clyde Carr of Lake Forest to the boy who has made the best record in spelling.

High Honor Prizes of ten dollars in gold are given by the

faculty to those boys who have High Honor Roll standing for the year.

A prize cup is given by the Athletic Association to the boy who breaks the school record in a track event.

The Pressinger Tennis Cups are given by Mr. W. P. Pressinger of New York to the boy winning the annual spring tennis tournament and to the boy winning second place.

Medals are given by the Athletic Association to the winners in the All-Year Tennis Tournament as follows: gold medal to winner of Group A, silver medal to winner of Group B, and bronze medals to winners of remaining groups.

A prize cup is given by the Physical Director to the boy who makes the best all-around record in the Orange and Black competition.

A prize cup is given by the Athletic Association to the member of the baseball team who has the highest batting average for the season.

The Headmaster's Declamation Cup is presented by Mr. John W. Richards to the boy who is adjudged the winner in the Déclamation Contest at Commencement time.

The Club Tennis Cup has been given by the trustees to be contested for in tennis singles between the athletic clubs.

A prize of Books is given annually for excellence in Latin, Greek, Plane and Solid Geometry, Algebra, Trigonometry, French, German, Spanish, History, Physics, Chemistry, English, Physiography, Physiology, and Commercial Geography.

The William C. Dickinson Scholarship of \$1,000 was founded by the Presbyterian Church of Lake Forest for the benefit of a student in the Academy; such student to be appointed by the Session of the Lake Forest Church, or, failing such appointment, by the Headmaster of Lake Forest Academy.

AWARD OF PRIZES, JUNE, 1920

THE HAVEN MEDAL

For Excellence in Scholarship in the Upper Middle and Senior Years

HERBERT HAYWARD KIMBALL

THE ARTHUR SOMERVILLE REID MEDAL

For the Second in Rank in the Upper Middle and Senior Years

RICHARD WIGGIN FARNSWORTH

THE CLYDE CARR SPELLING PRIZE

For the Best Record in Spelling

JOHN LAFFERTY BAUGHMAN

THE PRESSINGER TENNIS CUPS

First Place

Second Place

WILLIAM WARNER GRAHAM

LEROY GIFFORD KELLOGG

THE HEADMASTER'S DECLAMATION CUP

ROY JACOB KELLER

THE HINODE PRIZE

For the Senior Boy Who Speaks the Best English in the School

HERBERT HAYWARD KIMBALL

THE ROSE FARWELL CHATFIELD-TAYLOR PRIZE

For the Senior Boy of Highest General Character

JOHN WILLIAM BARLOW

THE FIDELITY PRIZE

For the Scholarship Boy with Best All-around Record

FRANK KARL PAGENKOPF

THE TALBOTT PRIZE CUP

For the Senior Boy who has the Best Record in Scholarship and Athletics Combined

CUTHBERT GUERNSEY MCKAY

THE SPIES PRIZE CUP

For the Member of the Upper Middle Class Who Has the Best Record in Scholarship and Athletics Combined

FRANK KARL PAGENKOPF

THE LOYALTY PRIZE

To the Boy of the Upper Middle Class Who Exemplifies the Finest
School Spirit and Greatest Loyalty to the Best
Interests of Lake Forest Academy

FRANK KARL PAGENKOPF

THE ROBERT WALSH MEMORIAL PRIZE

To the Boy of the Upper Middle Class Who Is Adjudged to Excel in
Manly Purity of Character Among His Classmates

MALCOLM PALMER MOUAT

Honorable Mention

FLOYD DONALD BATEMAN

THE ALBERT CANDY PRIZE

To the Boy of the Lower Middle Class Making the Greatest General
Improvement

MARION EMANUEL LIGHT

THE BATES PRIZE

To the Boy of the First Class Making the Greatest General
Improvement

ROBERT CURTIS ROSE

Honorable Mention

MELVILLE EDWARD LOTZ

THE COPP PRIZE

To That Member of the School Publications Boards Who Is Adjudged
to Have Been Most Faithful and Efficient in His Work

HERBERT HAYWARD KIMBALL

Honorable Mention

DONALD DAY SWAIN

PRIZE CUP FOR HIGHEST BATTING AVERAGE

ROSCOE ALBERT HOLM

Honorable Mention

HERBERT KOPF

PHYSICAL DIRECTOR'S CUP

To the Boy Making the Best All-around Record in the Orange and
Black Competition

FRANK KARL PAGENKOPF



A Lake View

TENNIS MEDALS

Gold Medal

HERBERT HAYWARD KIMBALL

Silver Medal

EDWARD MORGAN THOMAS

Bronze Medal

REGINALD CALDWELL CATCHPOLE

Bronze Medal

ROSCOE ALBERT HOLM

BOOK PRIZES

For Excellence in Latin

OLIVER MARSHALL EVANS

MALCOLM PALMER MOUAT

LEROY GIFFORD KELLOGG

DONALD DAY SWAIN

Honorable Mention

PAUL CUMMINGS COVERT

For Excellence in German

WALTER MICHAEL SCHMIDT

For Excellence in French

SPERRY BUTLER

SAMUEL BINFORD THOMAS, JR.

CHARLES DAGGETT HARVEY

Honorable Mention

ROY ZIOCK

For Excellence in History

FRANK LAVERNE GREGG

WALTER MICHAEL SCHMIDT

GEORGE MILTON GIBBS

Honorable Mention

JOHN WILLIAM BARLOW

For Excellence in Algebra

GARNER CECIL PARR

LEROY GIFFORD KELLOGG

GEORGE LAMONTE WEISSENBURGER

For Excellence in Plane Geometry

MILTON TRACY CLOW

Honorable Mention

GARNER CECIL PARR

For Excellence in Trigonometry

FRANK KARL PAGENKOPF

For Excellence in Solid Geometry

HERBERT HAYWARD KIMBALL

For Excellence in Physics

GARNER CECIL PARR

Honorable Mention

HENRY SCHUYLER COLE

For Excellence in English

ALBERT SMITH CLARKE

MILTON TRACY CLOW

CHARLES DAGGETT HARVEY

DONALD DAY SWAIN

Honorable Mention

ROSCOE GRIMM HERBERT HAYWARD KIMBALL ARMIN AMES WIDMER

For Excellence in Chemistry

MALCOLM PALMER MOUAT

Honorable Mention

MILTON TRACY CLOW

For Excellence in Physiology

ROY JACOB KELLER

For Excellence in Physiography

ROY JACOB KELLER

For Excellence in Spanish

JAMES RICHARDS DAYTON

EDWIN CHRISTIAN MACK

JOHN FRANCIS ALLFREE

For Excellence in Commercial Geography

JOHN LAFFERTY BAUGHMAN

For Excellence in Advanced Arithmetic

MELVILLE EDWARD LOTZ

HONOR ROLLS

High Honor Roll

(Above 87)

None

Second Honor Roll

(80-87)

GARNER CECIL PARR
MILTON TRACY CLOW

SPERRY BUTLER
LEROY GIFFORD KELLOGG

Third Honor Roll

(73-80)

WALTER MICHAEL SCHMIDT
JAMES RICHARDS DAYTON
CHARLES DAGGETT HARVEY
OLIVER MARSHALL EVANS
DONALD DAY SWAIN

MALCOLM PALMER MOUAT
ARTHUR HYDE KEYES
RICHARD WIGGIN FARNSWORTH
HENRY SCHUYLER COLE
HERBERT HAYWARD KIMBALL

DIPLOMAS AWARDED, 1920

JOHN WILLIAM BARLOW
FREDERICK HARNEY BASSETT
GEORGE DAVIS BROWN
HENRY SCHUYLER COLE
RICHARD WIGGIN FARNSWORTH
GEORGE MILTON GIBBS
FRANK LAVERNE GREGG
ROY JACOB KELLER
ARTHUR HYDE KEYES

HERBERT HAYWARD KIMBALL
THOMAS GLENN MCCORMICK
CUTHBERT GUERNSEY MCKAY
GORDON AIKEN RAMSAY, JR.
GARVIN SHANDS SAUNDERS
WALTER MICHAEL SCHMIDT
FOWLER PENFIELD STONE, JR.
GEORGE LAMONTE WEISSENBURGER
ARMIN AMES WIDMER

Students

FIRST CLASS

WILLIAM CONANT BLACK
FREDERICK WEBSTER CASE
JOHN RUSSELL DOOLITTLE
HIRAM DAY FEARY
FRANK FEHR
CLYDE ERSKINE GRAY
BARTON HEPBURN
MITCHELL BARRETT HOWE
THOMAS ROSS LANSING
MARVIN THRASHER LIBBY
VINCENT KIELY LIBBY
ALFRED WESLEY MAGNUSON
RICHARD WHITE MILLER
VERNE CRAIGO MILLIGAN
GARABED THOMAS PUSHMAN
THOMAS HALL PUSHMAN
ROBERT CURTIS ROSE
DAVID KIDDER RUSSELL
MINIER SARGENT
ROGER ALLEN SIMONSON, JR.
JOHN TINCHER, III

BEATRICE, NEBRASKA
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
LAKE FOREST, ILLINOIS
LOUISVILLE, KENTUCKY
CHICAGO, ILLINOIS
MINNEAPOLIS, MINNESOTA
OAK PARK, ILLINOIS
CHICAGO, ILLINOIS
IRON RIVER, MICHIGAN
IRON RIVER, MICHIGAN
BERWYN, ILLINOIS
FAYETTEVILLE, ARKANSAS
CHICAGO, ILLINOIS
LAKE FOREST, ILLINOIS
LAKE FOREST, ILLINOIS
SAN FRANCISCO, CALIFORNIA
LITTLE ROCK, ARKANSAS
CHICAGO, ILLINOIS
EVANSTON, ILLINOIS
DANVILLE, ILLINOIS

JAMES HAMILTON
STANLEY WILLIAM KNUDSON
LAWRENCE HOLCOMB OWEN
BEACH WARREN

CHICAGO, ILLINOIS
ALMA, MICHIGAN
SPRINGFIELD, ILLINOIS
CHICAGO, ILLINOIS

LOWER MIDDLE CLASS

ALBERT DAVID ANNIS, JR.
ROBERT MONTGOMERY BAHNSEN
HERBERT BUCKLEN BRADY
WILLIAM IRVING BRUUN
WILLIAM HENRY BULLAMORE
DANIEL DENISON STREETER BUSH
ROBERT ATKINSON CANON
SAMUEL RUSSELL CANON
NELSON JOHN CONWAY
OLIVER MARSHALL EVANS
JACK DANA FENLASON
ROBERT EDWARD FERGUSON
SCRIBNER FITZ-HUGH
GERALD ALBERT GIBBS
ROSCOE GRIMM
WILLIAM FLETCHER HALL
WARREN HASTINGS
WENDELL ARUS HAYNES
DANIEL HEATON
HAROLD LITTLETON HEINE

COUNCIL BLUFFS, IOWA
ROCK ISLAND, ILLINOIS
CHICAGO, ILLINOIS
KANSAS CITY, MISSOURI
KENOSHA, WISCONSIN
KALAMAZOO, MICHIGAN
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
OTTAWA, ILLINOIS
LAKE FOREST, ILLINOIS
ROCKY FORD, COLORADO
CHICAGO, ILLINOIS
LAKE FOREST, ILLINOIS
ALTON, IOWA
JEFFERSON, WISCONSIN
FORT WAYNE, INDIANA
STAMFORD, TEXAS
SCOTIA, NEW YORK
YANKTON, SOUTH DAKOTA
FORT WAYNE, INDIANA

LOWER MIDDLE CLASS—Continued

CLAUDE TRASK JAMISON
 HORATIO SEYMOUR JONES
 WILLIAM PHELPS KIMBALL
 GEORGE FRANCIS MARTIN
 JULIAN MERIGOLD
 ALFRED FRANKLIN MONTELIUS
 CHARLES HERBERT MOORE
 WILLIAM BRONSON PALMER, JR.
 VICTOR RAYMOND ROHRBACK
 EDWARD ALLEN SMITH, JR.
 EDWARD STARK SMITH
 JACK WILSON STEPHEN
 ERNST HENRY THIESEN
 HOWARD POWELL TRAVIS
 JOHN HEAD WATTS
 WILLIAM DUDLEY WEST

TULSA, OKLAHOMA
 HIGHLAND PARK, ILLINOIS
 DAVENPORT, IOWA
 CHICAGO, ILLINOIS
 GREEN LAKE, WISCONSIN
 PIPER CITY, ILLINOIS
 LAKE FOREST ILLINOIS
 SIOUX CITY, IOWA
 CHICAGO, ILLINOIS
 MORRISON, ILLINOIS
 MILWAUKEE, WISCONSIN
 CHICAGO, ILLINOIS
 CHICAGO, ILLINOIS
 INDIANAPOLIS, INDIANA
 GRAND JUNCTION, IOWA
 PAINESDALE, MICHIGAN

BRUCE BENTLEY
 GLENN ROBERT LAMER
 LUCKIE BUDD WALLER

SAGINAW, MICHIGAN
 COBDEN, ILLINOIS
 WAUBUN, WISCONSIN

UPPER MIDDLE CLASS

GORDON ALLER
 FRANK MARSHALL BENJAMIN
 EMIL HINSHAW BILHARZ
 RICHARD FRANKLIN BOND
 JAMES RUSSELL BREWSTER
 ARTHUR CHESTER BRIGHAM
 ANTON FRANK BROTZ, JR.
 SPERRY BUTLER
 WILLIAM PITT BUTLER, JR.
 EDWARD JEFFRESS CHAFFIN
 ROY JERROLD COVERT
 AGUSTIN GUTIERREZ
 WILLIAM HUSE HEDGES
 CHARLES MORTON HILL
 ROSCOE ALBERT HOLM
 JAMES PATON LEETE
 WILLIAM JOHN LONNQUIST
 EDWIN CHRISTIAN MACK
 PAUL GRAHAM McCLINTOCK
 JAMES FRED McLONEY
 WILLIAM CADMAN McSURELY
 HARLEY CHARLES PEARCE
 EARLE FRANKLIN PERKINS
 CHARLES KERNS ROGERS
 EDWARD MORGAN THOMAS

JANESVILLE, WISCONSIN
 CHICAGO, ILLINOIS
 AUDUBON, IOWA
 ESPANOLA, NEW MEXICO
 SPOKANE, WASHINGTON
 EVANSTON, ILLINOIS
 KOHLER, WISCONSIN
 HUBBARD WOODS, ILLINOIS
 CHICAGO, ILLINOIS
 CHICAGO, ILLINOIS
 BILLINGS, MONTANA
 LIMA, PERU, S. A.
 WEBSTER GROVES, MISSOURI
 OAK PARK, ILLINOIS
 ALTON, IOWA
 NORTH BRANCH, MICHIGAN
 CHICAGO, ILLINOIS
 CHICAGO, ILLINOIS
 LAUREL, MISSISSIPPI
 WILMETTE, ILLINOIS
 CHICAGO, ILLINOIS
 HILLSBORO, OHIO
 EASTLAND, TEXAS
 HILLSBORO, OHIO
 MILWAUKEE, WISCONSIN

UPPER MIDDLE CLASS—Continued

JACKSON HOBART TUCKER
DANIEL EDWARD WAGNER
HYMAN ERWIN WINE

CLINTON, IOWA
DAYTON, OHIO
KEWANEE, ILLINOIS

REGINALD CALDWELL CATCHPOLE
STUART MATTHEWS
HARRY AUGUSTUS MONTELIUS
SAMUEL BINFORD THOMAS, JR.
STERLING ARMSTED WARREN
HAROLD HERD WETZEL
KARL MASSOLT WITT

NORTH ROSE, NEW YORK
DES MOINES, IOWA
PIPER CITY, ILLINOIS
WINNETKA, ILLINOIS
TOLEDO, OHIO
KANSAS CITY, MISSOURI
MINNEAPOLIS, MINNESOTA

SENIOR CLASS

FLOYD DONALD BATEMAN
JOHN LAFFERTY BAUGHMAN
PERCIVAL RUSSELL BELLROSE
PAUL DAVID BERGEN
ALBERT TENNYSON CANDY, JR.
JAMES HENRY CHAPPLE
MILTON TRACY CLOW
RUSSELL BREWER COLEMAN
HARRY CAMERON COOK
JAMES LOWELL COOK, JR.
ALFRED FRANKLIN CORNISH, JR.
HOWARD WAYER COVER
THEODOR MILLER DAMGARD
WILLIAM BREWSTER DAVIS
GEORGE FRANCIS EDWARDS
JAMES GEORGE EHRLICHER
EUGENE MANNING FLUES
LAWRENCE ARTHUR FREEMAN
WILLIAM WALLACE GAMBLE, JR.
DAVID MOWAT GORDON
HAROLD WILLIAM GUNTHER
HERBERT KOPF
JOHN LYMAN LACEY
JAMES WESLEY McAFEE
CUTHBERT GUERNSEY McKAY
RICHARD KENNETH McMULLEN
MALCOLM PALMER MOUAT
HERBERT CONANT NICHOLLS
FRANK KARL PAGENKOPF
GARNER CECIL PARR
EUGENE MELVIN PATTISON
CARL SEWARD REED, JR.
FRANK DOHN RUDOLPH
FOWLER PENFIELD STONE, JR.
AUGUSTUS CHARLES THOMPSON
ROY ZIOCK

WILMETTE, ILLINOIS
STRASBOURG, CANADA
OTTAWA, ILLINOIS
MILWAUKEE, WISCONSIN
CHICAGO, ILLINOIS
BILLINGS, MONTANA
CHICAGO, ILLINOIS
JANESVILLE, WISCONSIN
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
OMAHA, NEBRASKA
GOSHEN, INDIANA
OTTAWA, ILLINOIS
ERIE, PENNSYLVANIA
HOUGHTON, MICHIGAN
PEKIN, ILLINOIS
TOLEDO, OHIO
KANSAS CITY, MISSOURI
WAUSAU, WISCONSIN
BUENOS AIRES, ARGENTINE, S. A.
KEWANEE, ILLINOIS
NEW BRITAIN, CONNECTICUT
HAVANA, ILLINOIS
BROOKFIELD, MISSOURI
KOBE, JAPAN
DALHART, TEXAS
JANESVILLE, WISCONSIN
WINNETKA, ILLINOIS
CHICAGO, ILLINOIS
WINNIPEG, CANADA
WILMETTE, ILLINOIS
MONTICELLO, ILLINOIS
WINNETKA, ILLINOIS
WAUSAU, WISCONSIN
PEORIA, ILLINOIS
ROCKFORD, ILLINOIS

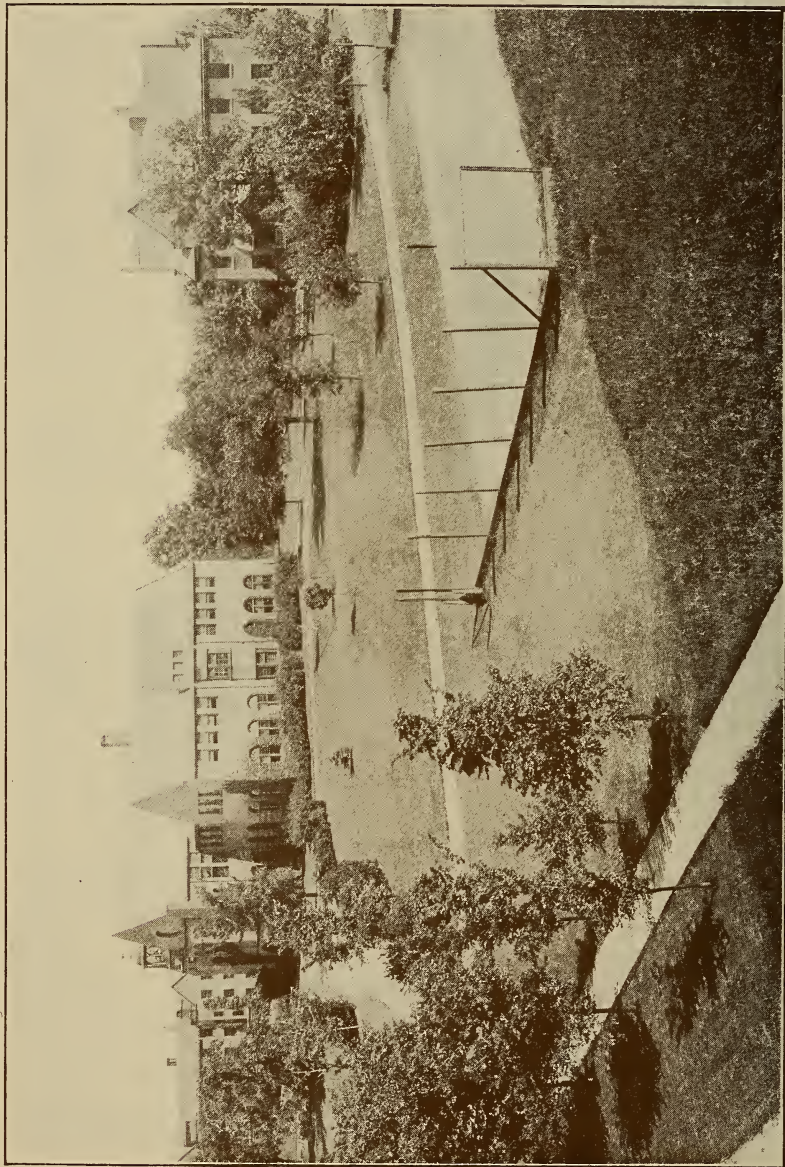
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OCT 8 1922

LAKE FOREST ACADEMY



1921-22



Northwest Corner of the Campus

Lake Forest Academy

FOUNDED 1857



Catalogue 1921-1922

MEMBER OF THE
NORTH CENTRAL ACADEMIC
ASSOCIATION

MEMBER OF THE
NORTH CENTRAL ASSOCIATION OF
COLLEGES AND SECONDARY
SCHOOLS

Lake Forest, Illinois

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TRUSTEES

JOHN H. S. LEE, President	DEAN D. LEWIS, M. D.
ALFRED T. CARTON, Vice-President	B. M. LINNELL, M. D.
ERNEST PALMER, Secretary	CLAYTON MARK
GEORGE FINDLAY, Treasurer	REV. JAMES G. K. McCLURE, D. D.
FRANK W. READ, Assistant Treasurer	GEORGE MCKINLOCK
ALBERT B. DICK	CHARLES B. MOORE
REV. FRANK FITT	REV. HERBERT M. MOORE, D. D.
WALTER A. GRAFF	REV. GEORGE ROBERTS
HENRY J. HANSON	LOUIS F. SWIFT
JOHN H. JONES	MARION W. WOOLSEY
	REV. ANDREW C. ZENOS, D. D.

ACADEMY COMMITTEE

ERNEST PALMER, Chairman

JOHN H. JONES	LOUIS F. SWIFT
DEAN D. LEWIS, M. D.	MARION W. WOOLSEY

HERBERT McCOMB MOORE, D. D., President of
Lake Forest University
F. W. RICHMAN, Comptroller
C. E. LATIMER, Assistant Treasurer

FACULTY

HEADMASTER

JOHN WAYNE RICHARDS, A. M. *Mathematics*
(Ohio Northern University; Yale University)

MASTERS

EDMUND JOSEPH RENDTORFF, M. S., E. E. *Physics and Chemistry*
SENIOR MASTER
(University of Wisconsin; Northwestern University)

JOHN DANIEL ROADS, A. B. *Mathematics and English*
(Ohio Wesleyan University; University of Chicago)

ARTHUR LEE EDGINGTON, A. M. *Latin*
(Harvard University)

EDWARD LAWRENCE MILNE, M. S. *Mathematics*
(University of Illinois)

RICHARD PAUL KOEPKE, A. M. *French*
(Sorbonne, Paris; University of Berlin)

THEODORE HERBERT GOULD, A. B. *English*
(Harvard University)

JOHN BENJAMIN PHILLIPS, A. B. *Latin and English*
(Ohio Wesleyan University; University of Wisconsin)

RALPH ROBERT JONES. *Physical Training*

HUGH JEROME HOTCHKIN, A. B. *English and Mathematics*
(Lake Forest University)

JOSEPH PRICE CUMMINGS, S. B. *Science*
REGISTRAR
(Wooster College)

GEORGE FREDERIC SISLER, A. M. *History*
(University of Chicago)

RUSSELL PAUL DEWESE, A. B. *Spanish and French*
(Wabash College)

INSTRUCTORS

HENRY PURMORT EAMES.....	<i>Piano</i>
EDWARD J. FREUND.....	<i>Violin</i>
A. L. BOURNIQUE.....	<i>Dancing</i>
SALVATORE TOMASO.....	<i>Mandolin, Guitar, and Banjo</i>

EXECUTIVE STAFF

SECRETARY TO THE HEADMASTER

MISS FRANCES STASKA, S. B.

CHIEF ENGINEER

JOHN HUHNE

MATRON

MRS. CLARUS H. ROUSH

HOUSEKEEPER

MRS. WILLIAM PEPPER

VISITING PHYSICIANS

B. N. PARMENTER, M. D.

T. S. PROXMIER, M. D.

RESIDENT NURSE

MISS MARY E. JOLLEY, R. N.

SUPERINTENDENT OF BUILDINGS AND GROUNDS

WILLIAM PEPPER

CALENDAR

1922

- June 16-17. Commencement.
- June 19-24. College Board Entrance Examinations for boys going to Yale, Harvard, Princeton, Mass. Inst. of Tech., etc.

SCHOOL YEAR 1922-1923

1922

- September 12 *Autumn Term Begins*
- November 29 Thanksgiving Day (Holiday)
- December 15 Autumn Term Ends

Christmas Vacation

1923

- January 2 *Winter Term Begins*
- February 11 Day of Prayer
- February 23-24 Mid-Winter Festivities
- March 16 Winter Term Ends

Spring Vacation

- March 27 *Spring Term Begins*
- June 15-16 Commencement

SCHOOL YEAR 1923-1924

- September 11 *Autumn Term Begins*



Durand House



Remsen House

Lake Forest Academy

LOCATION

LAKE FOREST ACADEMY is situated in the little town of Lake Forest, Illinois, thirty miles north of Chicago. The town is one of the most attractive of the many beautiful places along the western shore of Lake Michigan. In the natural beauty of the place, with its handsome country homes, and its winding, shaded roads and deep ravines, as well as in the quiet refinement and simplicity which pervade the social life, Lake Forest is decidedly suggestive of the best type of small New England town. It is a five-minute walk from the green campus of the Academy to the high bluffs and the sandy beach of the Lake. The town charter has always forbidden the existence of any saloons within its limits; the sense of civic righteousness and pride is exalted; it is an excellent place for the development of youthful citizenship.

The Academy is about one mile southeast from the Chicago and Northwestern and the Chicago and Milwaukee Electric stations in the town. The Academy buildings may be found easily among their open green lawns and big oak trees. The Academy is situated on the highest point in the neighborhood, itself one of the highest places along the lake, so that the air and sanitation are of the best. There is remarkably little sickness among the boys. Plenty of outdoor exercise on campus and athletic field, plenty of good air and clean living, keep them healthy and well. It would be hard to find a place better adapted for a school than Lake Forest, where masters and boys alike may easily keep in touch with the best things in the great city life of Chicago, and yet enjoy all the scholastic privileges of the quiet, beautiful, healthful country.

Any dangers which might be suggested by the fact that Chicago is an hour by rail from Lake Forest, are obviated by the honor system, maintained by the boys themselves, which absolutely prevents their going into the city without permission from the school authorities.

HISTORY

In 1855, the Rev. Dr. Robert W. Patterson, B. W. Raymond, T. B. Carter, C. H. Quinlan, D. R. Holt, Amzi Benedict, Harvey Curtis, Sylvester Lind, William Bross, C. B. Farwell, Mark Skinner, William Blair, S. L. Brown, J. C. Williams, and other prominent citizens of Chicago and the vicinity, conceived the idea of establishing an educational institution that would be near Chicago and yet always retain the great advantages of a rural situation. Accordingly, in February, 1856, they organized the "Lake Forest Association," and purchased 1300 acres of land along the shore of Lake Michigan, where now stands the town of Lake Forest. During the summer of the following year a charter was secured, and in 1858 Lake Forest Academy became a reality. A two-story wooden building was erected, and there four students, William Atteridge, John Johnson, Ellery Miller, and John C. Patterson, began work under the principalship of Samuel F. Miller. In 1879, this building burned and a new one was erected on what is now part of the college campus. In 1893, the Academy moved to its own campus, where the present houses and school building were erected. In 1907, the Academy gymnasium was opened, and within the last few years large additions to it and to the athletic fields have made the campus one of the best equipped and most extensive of any preparatory school in this part of the country.

During the sixty-four years of its existence, Lake Forest has welcomed many hundreds of students. These "old boys" to-day are filling positions of prominence all over the country, and are living examples of the "Lake Forest Spirit." In 1906, the Lake Forest Academy Alumni Association was formed, and since that time it has been a strong factor in the upbuilding of the institution.

The Academy is incorporated in Illinois as a part of Lake Forest University. The same Board of Trustees administers the affairs of the Lake Forest Academy, Lake Forest College and Ferry Hall. Lake Forest Academy has its own campus

and plant, separately located, its own Headmaster and Faculty, separate student body and independent life.

PURPOSES

The aim of the Academy is to provide the best preparatory school education, fitting boys to enter the foremost colleges and scientific schools under the most favorable conditions for instruction, study, physical well-being, and the proper training of character.

The school is not maintained as a profit-making institution, and is therefore free to throw all its resources into furthering the work for which it was designed. The actual cost per boy is considerably in excess of the annual charge. This is made possible by a large endowment income.

SCHOLARSHIP

Every encouragement and healthful incentive is given to faithful study and effort; the boy who persists in idling and in shirking his work will not find the atmosphere congenial. That Lake Forest has been successful in this line is evident from the very large number of her graduates who have done and are doing good work in such colleges and universities as Yale, Harvard, Princeton, Massachusetts Institute of Technology, Williams, Dartmouth, Amherst, Brown, Cornell, Wisconsin, Illinois, Chicago, Michigan, Minnesota, and Nebraska. College entrance examinations for Yale, Harvard, Princeton, etc., are given at the Academy. Lake Forest Academy credits are accepted by all those colleges and universities that admit students from the best preparatory schools without examination.

Written tests are very frequent, and are an important factor in the estimate of the student's attainment and progress; therefore a pupil whose work in a subject is satisfactory is excused from the formal examination in that subject at the end of the fall and winter terms. All students are required to take the final examinations in June.

To secure the best results in recitation, the school limits the number in a class. The average is about twelve. This enables the masters to devote much individual attention to pupils.

Study hours are observed in the study-hall under the supervision of a master, in order that the pupils may acquire regular habits of study; but boys whose industry and faithfulness justify the privilege are allowed to study in their rooms during the evening study hours. The study-hall list is revised every two weeks. The hours during which study is held may be ascertained from the list of "daily appointments" on page 18.

A pupil whose scholarship during a term falls below standard in eight or more hours per week is continued in his class only on probation and may be dropped or reclassified at any time at the discretion of the Faculty.

CLASS ADVISERS

In order that boys and masters may be as close together as possible in their mutual work, certain masters are appointed as class advisers. Each class adviser has a group of boys assigned to him, and it is his duty to map out the courses of study for his boys; to hold conferences with them regarding scholarship, conduct, etc.; to assist and advise in the various questions in their school life; to act as their representative in the faculty meetings.

REPORTS

In order that parents may keep in close touch with their sons' progress, official reports are sent every two weeks.

CHARACTER BUILDING

In developing what is undoubtedly most important in the adolescent boy, a strong and pure character, careful and kindly supervision is exercised, yet with such degree of liberty as may seem appropriate for the growing individual. The boy is taught to obey the best in himself. The relation between master and boys is close and friendly, the atmosphere wholesome. Each boy is treated according to the measure of



Views on the Campus

his worth and spirit; no boy whose character is basically sound, and who really shows an earnest desire to do better, will be turned away from Lake Forest. If, unfortunately, an undesirable and incorrigible boy should be admitted, he will easily and quickly be discovered and will not be retained in the school.

RELIGIOUS LIFE

Prominent among the means employed in the development of the best in the boy is religion. The Academy was founded and is conducted under distinctly Christian auspices, and the truth is constantly emphasized that "the fear of God is the beginning of wisdom." The whole student body attends chapel each week-day morning, church on Sunday morning, and Vespers at five-fifteen Sunday afternoon. Much thought is given to making these latter services suit the need of young men, and the messages brought to the student deal briefly and helpfully with the vital things of their lives. The greater number of these talks are given by the Headmaster. On Sunday evenings the classes meet for Bible study. Very frequently there is an outside speaker at the chapel exercises. The Rev. George Roberts, the Rev. J. H. Edwards, Dr. H. M. Moore, Dr. John Balcom Shaw, Dr. Joseph A. Vance, Dr. J. G. K. McClure, and the Rev. John Timothy Stone are among those who have brought religious messages at such times. On October the 11th, 1919, Dr. E. A. Jones of Otterbein University, who was teacher and Headmaster at Lake Forest Academy from 1865 to 1869, addressed the School and preached the Sunday Sermon the following day. An occurrence of this kind coming after a lapse of more than fifty years is a notable and unique event in boarding school history.

BUILDINGS AND GROUNDS

The house-dormitories in which the boys and the masters live are grouped in a semi-circle around Reid Hall. The buildings are lighted by electricity, heated from a central plant, and abundantly supplied with pure water by our own system from deep-driven artesian wells. To make assurance

doubly sure the water is aerated and then filtered by the latest approved method. An analysis report from the State Board of Health states that it is of unusual excellence.

REID HALL, the gift of Mr. and Mrs. Simon J. Reid, of Lake Forest, contains recitation rooms, the chemistry and physics laboratories, the Study Hall, the Library, the Chapel, and the offices of the Headmaster. All the rooms have good light and ventilation and excellent furnishings of busts, pictures, casts, maps and books. The laboratories are unusually well equipped for the study of physics and chemistry in a preparatory school, with apparatus approximating \$7,000 in value.

LIBRARY. The school library contains about six thousand volumes. It is open for the use of the students every day. The books have been well selected to assist the members of the school in their studies and to provide good reading in leisure hours. The library contains books of general reference as well as books of special reference in the various courses of study and standard works in poetry, history, literature and high-class fiction. The leading periodicals, magazines, and newspapers are kept on file.

EAST HOUSE, the largest of the student residences, with accommodations for fifty boys, contains apartments for married masters and suites for single masters, together with single rooms and suites for boys.

DURAND HOUSE, the gift of Mr. Henry C. Durand, of Lake Forest, accommodates twenty-four boys, with apartments for single and married masters. The Headmaster's apartments are in this house.

REMSEN HOUSE, the gift of Mr. and Mrs. Ezra J. Warner, of Lake Forest, accommodates thirty-four boys, with masters' apartments as in the other houses. Remsen House also contains the school dining room, where boys and both the unmarried masters and the married masters and their families take their meals. The table seatings are changed every two weeks, thus enabling each boy to become more quickly and better acquainted with all the masters and the other boys in the school.



Front of Chapel from the Balcony



The Library

WEST COTTAGE has accommodations for eight boys and a master's apartment.

THE GYMNASIUM, good when first erected in 1907, has been so enlarged within the last few years as to be scarcely recognizable. To the large room with its clear space of 100x45 feet for basketball, indoor baseball, and other games, there is now added a large apparatus room, 45x25 feet, a swimming pool, 60x20 feet, and an enclosed cinder track for indoor work in winter. Besides, there is a large dressing-room with steel lockers and hot and cold showers. All the activities in the Gymnasium are very closely watched by the Physical Director. Every boy who comes to the Academy unable to swim, must learn to do so during the year. Instruction in swimming is given without extra charge. Mr. Norman C. B. Cox, director of swimming in the Chicago Athletic Association, wrote at the time of the dedication of the Lake Forest Academy pool: "We must send our boys to a school where they shall be taught to swim and to save life, the younger the better. Any youth of eighteen years of age who has not been taught to swim has not been properly educated. We are only just coming to a realization of this fact. Our Government has not yet awakened to the importance of establishing wide facilities for the teaching of swimming to children; but some of our great schools have. . . . Lake Forest Academy is one of the great educational establishments that in this country are leading the Government and pointing the way."

THE ATHLETIC FIELDS. The Academy is amply equipped with fields for the various outdoor sports. The main athletic field contains a baseball diamond and football field encircled by an oval cinder running-track with a 220-yard straightaway. The new alumni field contains a second baseball diamond and football field.

TENNIS COURTS. There are eight excellent tennis courts on the campus.

HOSPITALS. Lake Forest Academy is unusually fortunate in its hospital facilities.

Alice Home Hospital is the gift of the late Mrs. Henry C. Durand. This thoroughly modern institution is primarily

intended for students' use. The operating room, known as the "Mr. and Mrs. Cyrus H. McCormick Operating Room," is complete in every detail. A new sterilizing room has been built, containing a large clothing sterilizer, water sterilizers, etc., all of Kny-Scheerer pattern. The sterilizing room is the gift of Mr. Delavan Smith.

Every possible facility is provided for the care of the infrequent cases of illness. A graduate nurse is in constant residence at the school. The proximity of Chicago makes it possible to secure the best surgeons in an hour's time when operations are necessary in cases of appendicitis, etc. The charges to students are \$2.50 per day. The value of the hospital and equipment is \$30,000.

The Lake Forest Hospital for Contagious Diseases offers the best resources for combatting infectious and contagious diseases. It has been recently erected and is equipped with steam disinfecting plant and other modern appliances for handling such diseases.

RECENT IMPROVEMENTS

Within the last few years the value of the school plant and equipment has been greatly increased.

In 1912, the school received through the generosity of its alumni and friends a splendid swimming pool and large addition to the gymnasium, costing with latest added improvements in purification and circulation \$15,000.

More recently, the following improvements and betterments have been added:

A gift of a large addition to the campus from Mr. Cyrus H. McCormick and Mr. Finley Barrell, \$10,000.

New marble shower baths; new plumbing and sewerage improvements, \$8,000.

Redecorating and refinishing buildings, \$10,000.

New seats in all recitation-rooms and new pews in chapel, \$1,500.

A system of electric gongs installed; new equipment placed in all recitation-rooms.



A Recitation Room



The Main Corridor in Reid Hall

A Hygeia non-agitating filter with aerating system, capacity 18,000 gallons per hour, installed in the school waterworks system, \$6,000. This filter is the gift of Mr. Louis F. Swift.

The house dormitories rewired in accordance with the fire underwriters' latest specifications, and new fixtures installed, \$3,000. This is the gift of Mr. Louis F. Swift and a friend of the school.

The school library refurnished by the Class of 1914 and friends, \$1,000.

Cold storage and kitchen addition, \$2,000.

An increase in the available floor space of the gymnasium and a gallery installed, \$1,000.

Additions to the campus, gifts of the trustees, \$4,000.

An additional artesian well, 1,200 feet deep, \$4,000.

First-aid room in the gymnasium, therapeutic violet-ray lamp and splendid x-ray outfit, \$1,500.

The value of the Academy plant and equipment now approximates \$450,000.

NEW HEATING AND POWER PLANT

A new heating and power plant has been recently completed. New lines for steam and hot water have been laid and three water tube Stirling boilers have been installed. This excellent plant takes care of its work most admirably. The approximate cost of this great improvement and addition was \$75,000.

DAILY SESSION PLAN

The school is in session six days in the week. The daily schedule begins with chapel at eight o'clock, and closes at one. Particular attention is called to the fact that each afternoon is free for recreation and athletics. The single session plan is one of the most valuable features of the school-keeping system at Lake Forest. Without loss of time for study and recitation it prevents the day from dragging; it affords ample opportunity for getting out in the open for healthful exercise; it introduces adequate time for recreation into each day instead of grouping it all together at some one period, as at the end

of the week, a plan which is patently unwise in a boarding school.

The arrangement of daily appointments is as follows:

- 6:50. Rising-bell.
- 7:30. Breakfast.
- 8:00. Chapel, except on Monday—study period instead.
- 8:25-1:00. Recitations and study.
- 1:10. Dinner.
- 1:45-5:30. Recreation; physical training; athletics.
- 5:30-6:25. Study for boys seriously deficient in work.
- 6:30. Supper.
- 7:00-7:40. Recreation.
- 7:40-9:40. Study for all boys.
- 10:00. Lights out.

SUNDAY APPOINTMENTS

- 8:00. Rising-bell.
- 8:45. Breakfast.
- 10:45. Church.
- 1:15. Dinner.
- 5:15. Vesper service.
- 6:00. Supper.
- 8:45-9:30. Bible Study.
- 10:00. Lights out.

DISCIPLINE

The discipline of the school is not adapted to the incorrigible boy; it presupposes a reasonable amount of self-control and self-respect; the loyal way in which Lake Forest boys respond to such a method is a proof of its value.

The masters undertake friendly supervision with a view to encouraging the habit of efficient self-control. The boys are expected to do right and obey the rules even when a master is not present. A boy who does not respond to this trust, or whose spirit and attitude toward authority are unsatisfactory, or whose character and influence are considered as undesirable in the school, is liable to dismissal from the Academy though no formal or specific charge be made against him.



East House



Alice Home Hospital

The school does not employ the usual system of "black marks" imposed upon boys by an individual master on his own responsibility. Boys are admonished by the masters for minor offenses. If a student does not respond to these admonitions, his case is considered by the faculty acting as a whole. The faculty may or may not see fit to censure the boy. Censures are imposed in general for disregard of admonition or for serious and deliberate violations of rules. If a boy receives five censures he is placed "on campus" for not less than three weeks. Should he violate the campus restriction he is dismissed. Should he receive seven censures in any year he is dismissed.

All boys who are admitted to the school are required to give their word of honor as gentlemen in two fundamental things:

First. Since the use of tobacco by growing boys is inconsistent with bodily health and mental vigor, all boys are required to give their word of honor not to use tobacco during term time while under the school rules and regulations.

Second. They are required to give their word of honor not to go, without permission, outside a strip of territory which is approximately bounded by a line three miles north of the school, by a line five miles west of the lake, and by a line five miles south of the school.

The word of honor is jealously guarded by the boys in the Academy, and each new boy must understand thoroughly that complete adherence to his promise will be required by the force of student feeling and action.

If a boy should break his word of honor he would be instantly dismissed.

Any boy who absents himself from his dormitory at night after "lights out," without permission, thereby severs his connection with the school. No explanation will be accepted regarding an infraction of this rule.

THE STUDENT COUNCIL

One of the most potent factors in the inner life of the school is the Student Council organization. The Council con-

sists of nine members chosen by vote of the school. They take the lead among the boys of the school in assuming responsibility for clean living and sound school spirit. The work of the Council has proved of great value in maintaining the school on a high moral plane. The Council confers with students individually and collectively, and advises with the faculty on matters that are of vital importance to a good school.

SECRET SOCIETIES

Fraternities and secret societies are prohibited in the school.

ADMISSION

Parents who wish to enter their sons in the Academy must fill out the application blank, giving the boy's record and the names of at least two responsible persons in their community to whom the Headmaster may refer.

With the constantly growing number of applicants, it has happened now for a number of years past, that many applicants were disappointed in securing consideration of their cases because the enrollment was closed. It is to the advantage of any prospective applicant to have his application blank filed here as soon as possible or at least to have his name put on our reservation list. Many applications and reservations are now on file for years ahead. We would also urge the entrance of students as young as possible. A boy is eligible for admission to our First Class when he has completed the eighth grade. The sooner we get him after that the better the product we can turn out.

A boy who has been dismissed from some other preparatory school will not be admitted here. Not more than three or four boys will be admitted to the Senior Class, and only those having exceptionally good records in scholarship and conduct will be admitted to this class. Certificates of honorable dismissal from the school formerly attended, together with a statement of the work done there, must be presented. No application will be considered until these requirements have been complied with.

A boy who gains admission to the School as a member of a certain class, even though he may have enough credits from other schools to classify him higher, must not expect to have his rank changed to a higher class after having entered here. Such change in classification will not be made.

The acceptance of credits from other schools depends upon the standing of such institutions, and also upon their agreement with the graduation requirements of Lake Forest Academy. The Academy reserves the right to require an examination in any subject submitted for credit.

Unless otherwise notified, the Headmaster will suppose that all boys in the Academy are able and permitted to play the regular school games.

DAY PUPILS

Although Lake Forest Academy is primarily a boarding school, good opportunities are offered to day students. Boys living in Evanston or farther away are not accepted as day students.

ABSENCE PERMITS

Punctual and regular attendance upon all the exercises of the Academy is required from all boys. Parents are requested to ask as few absences as possible from the Academy, and they are to see that the boys return promptly after vacations. No absence over night from Lake Forest will be allowed except upon written request from the parents, and then not oftener than twice a term. In urgent cases, telegrams or long distance telephone calls should be directed to the Headmaster. The granting of a parent's request depends upon whether or not the student has campus restrictions. Only by having the heartiest co-operation of the parents in all matters pertaining to school policy can the authorities hope to be thoroughly successful in their efforts for the boy.

COURSES AND REQUIREMENTS

The work of the Academy is arranged in four classes, of which the fourth, or Senior Class, is the highest. In order to

receive a diploma from the Academy a student must have satisfactorily completed at least sixteen credits of work. One credit means the completion of work amounting to not less than one hundred and twenty recitation periods of sixty minutes each.

Of the sixteen credits eleven and one-half or twelve and one-half are required as follows:

Four credits in English;

One and one-half credits in Algebra and one credit in Plane Geometry;

Three credits in one foreign language or two credits in each of two foreign languages;

One credit in Physics or Chemistry;

One credit in History.

The remaining four and one-half or three and one-half credits are elective, but must be so distributed that the student can be admitted without conditions to a reputable college or scientific school. A boy's courses are chosen from the tabulated list on page 23, in accordance with the requirements of the college he expects to enter either by certificate or by examination. A boy is not permitted to take less than eighteen or more than twenty-four hours per week.

ARRANGEMENT OF SUBJECTS BY YEARS

Courses

Units College Entrance Examinations

First Class	Latin Ia (6)	(1)	
	Latin Ib (4)	(1)	
	Algebra I (5)	(1)	
	*English I (5)	(1)	
	Physiology (2)	(1/2)	
	Physiography (2)	(1/2)	
	Ancient History (5)	(1)	Ancient History
	Advanced Arithmetic (2)	(1/2)	
Lower Middle Class	Latin II (6)	(1)	{ Cæsar, Sight Translation, Elementary Composition
	Greek I (5)	(1)	
	Algebra II (4)	(1/2)	Algebra A1 and A2
	*English II (4)	(1)	
	French I (5)	(1)	
	German I (5)	(1)	
	Spanish I (4)	(1)	
	Commercial Geography (2)	(1/2)	
Upper Middle Class	Latin III (5)	(1)	{ Cicero, Advanced Composition, Grammar
	Greek II (5)	(1)	{ Anabasis, Grammar, Composition
	Plane Geometry (5)	(1)	Plane Geometry
	*English III (4)	(1)	English 1
	French II (4)	(1)	French A
	German II (5)	(1)	German A
	Spanish II (4)	(1)	Spanish A
	English History (4)	(1)	English History
	Chemistry (5)	(1)	Chemistry
Senior Class	Latin IV (5)	(1)	Vergil
	Greek III (4)	(1)	Iliad
	*English IV (4)	(1)	English 2
	United States History and Civics (5)	(1)	United States History
	Physics (5)	(1)	Physics
	Advanced Algebra (2)	(1/2)	Advanced Algebra
	Trigonometry (2)	(1/2)	Trigonometry
	Solid Geometry (3)	(1/2)	Solid Geometry
	French III (4)	(1)	French B
	German III (4)	(1)	German B
	Spanish III (4)	(1)	

The figures in parentheses immediately following the various subjects indicate the number of hours per week. The figures in parentheses under the heading "units" refer to units of credit for graduation.

The column headed "College Entrance Examinations" indicates what entrance examinations a student who is going to Harvard, Yale, Princeton, Mass. Inst. of Tech., etc., is prepared for, and when he is best fitted to take them.

*Public Speaking is required of all boys in connection with the English work of each year.

COURSES OF STUDY

FIRST CLASS

ENGLISH—*Literature*, twice a week:

First Term—Homer, "The Odyssey."

Second Term—Irving, "The Sketch-Book"; Arnold, "Sohrab and Rustum."

Third Term—Parkman, "The Oregon Trail."

Rhetoric and Grammar, three times a week:

All Terms—Ward, "Sentence and Theme."

LATIN Ia—"First Year Latin" (Gunnison and Harley). Six times a week.

LATIN Ib—"First Year Latin" (Gunnison and Harley); Cæsar, Books I-II (Walker). Four times a week.

MATHEMATICS — "Algebra for Secondary Schools" (Wells). Five times a week. Advanced Arithmetic (Ray's New Higher). Twice a week.

HISTORY — ANCIENT — "Ancient Times" (Breasted). "Ivanhoe" Map Series; numerous standard reference works. Davis' Readings (Volumes I and II) on Greece and Rome, used with text. Note-book work required. Five times a week.

SCIENCE—PHYSIOLOGY—"Elements of Hygiene and Sanitation" (Hough and Sedgwick); "Applied Physiology—Advanced" (Overton). Twice a week. PHYSIOGRAPHY—"Physiography—Briefer Course" (Salisbury). Twice a week.

LOWER MIDDLE CLASS

ENGLISH—*Literature*, twice a week:

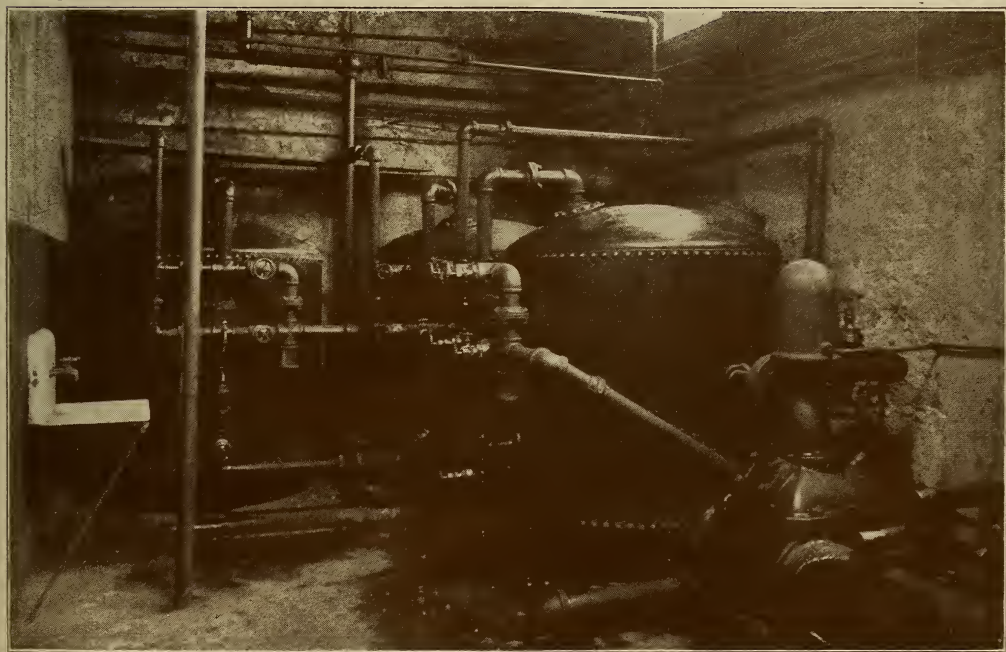
First Term—Addison, Steele and Budgell, "The Sir Roger de Coverley Papers"; Dickens, "A Tale of Two Cities."

Second Term—Coleridge, "The Rime of the Ancient Mariner"; Scott, "The Lady of the Lake."

Third Term—Scott, "Quentin Durward."



New Central Heating and Power Plant



The Swift Filter

Rhetoric and Grammar, twice a week:

All Terms—Ward, "Theme-Building."

LATIN—Cæsar, Books I-IV (Walker); *Review of Grammar; Prose Composition* (D'Ooge). Six times a week.

GREEK—"The Elements of Greek" (Ball). Five times a week.

FRENCH—*Grammar*, "Shorter French Course" (Fraser and Squair); *Reading*, "La Belle France." Five times a week.

SPANISH—"Spanish Grammar" (Espinosa and Allen). "Spanish Reader" (Remy and Roessler), one hundred and fifty pages of selected prose. Four times a week.

GERMAN—*Grammar*, Fraser and Van der Smissen's, "German Grammar"; *Reading*, "Vorwärts" (Bacon); "Im-mensee" (Storm). Five times a week.

COMMERCIAL GEOGRAPHY—"Commerce and Industry" (Smith). Twice a week.

MATHEMATICS—"Algebra for Secondary Schools" (through quadratics) (Wells). Four times a week.

UPPER MIDDLE CLASS

ENGLISH—*Literature*, twice a week:

First Term—Shakespeare, "Julius Cæsar," "As You Like It," and "The Merchant of Venice."

Second Term—Tennyson, "Idylls of the King"; "Vital Forces in Current Events" (Speare and Norris).

Third Term—George Eliot, "Silas Marner."

Rhetoric and Grammar, twice a week:

First Term—Lamont, "English Composition."

Second Term—Lamont, "English Composition."

Third Term—Frank, "High School Exercises in Grammar."

LATIN—Cicero, "In Catilinam," "De Imperio Pompei," "Pro Archia," "Pro Marcello" (D'Ooge); *Prose Composition* (D'Ooge). Five times a week.

GREEK—"Anabasis" (Goodwin and White); *Review of Grammar*. Five times a week.

FRENCH—*Grammar*, review based on Fraser and Squair's *Grammar*; *Composition*, "French Composition" (Koren). *Reading*, Daudet's "Le Petit Chose," Pailleron, "Le Monde où L'on S'ennuie." Halévy's "L'Abbé Constantin" and Dumas' "Les Trois Mousquetaires." Four times a week.

SPANISH—*Review of Grammar*, based on Espinosa and Allen. "Spanish Prose Composition" (Umphrey); Hartzenbusch's "Juan de las Viñas." Four times a week.

GERMAN—*Review of Grammar*, based on texts read and specially prepared outlines; "Elementary German Composition" (Truscott and Smith); *Reading*, Wildenbruch, "Das Edle Blut"; Baumbach, "Der Schwiegersohn"; Keller, "Romeo und Julia auf dem Dorfe." Five times a week.

MATHEMATICS—PLANE GEOMETRY (Robbins). Five times a week.

SCIENCE—CHEMISTRY (McPherson and Henderson). Lectures, recitations, laboratory work. Five times a week.

HISTORY—ENGLISH HISTORY. "A Short History of England" (Cheyney); "Readings in English History" (Cheyney); "Ivanhoe" Map Series. Note-book work is required, based on an outline prepared by the instructor. Four times a week.

SENIOR CLASS

ENGLISH—*Literature*, twice a week:

First Term—Shakespeare, "Macbeth."

Second Term—Milton, "L'Allegro," "Il Penseroso," and "Comus"; Macaulay, "Life of Johnson."

Third Term—Washington, "Farewell Address"; Webster, "First Bunker Hill Oration"; Lincoln, Selections.

Rhetoric, twice a week:

All Terms—A. S. Hill, "The Principles of Rhetoric."

LATIN—Vergil, "Æneid," Books I-VI (Fairclough and Brown). *Sight Reading*. Five times a week.

GREEK—"Iliad," Books I-III, or equivalent amount of "Odyssey" (Seymour); *Prose Composition*. Four times a week.

FRENCH—*Review of Grammar, Advanced Composition, "Exercises in French Composition"* (Bruce) and "French Composition" (Mansion). *Reading*, Racine's "Phèdre," Loti's "Ramuntcho," Molière's "Le Médecin Malgré Lui," Hugo's "Les Travailleurs de la Mer."

SPANISH—*Review of Grammar*; Commercial Correspondence (Whittem and Andrade); Commercial Reader (Harrison); "Tres Comedias Modernas" (Moratin); Spanish Magazines and Newspapers. Four times a week.

GERMAN—*Composition*, "Writing and Speaking German" (Pope); *Reading*, Schiller, "Wilhelm Tell"; Baumbach, "Das Habichtsfräulein"; Riehl, "Der Fluch der Schönheit." Four times a week.

HISTORY—AMERICAN HISTORY AND CIVICS. "American History" (Muzzey); "Ivanhoe" Map Series. An outline showing the chief events in their proper order and relative importance is prepared by the instructor, and filled out by the students as the basis of a permanent note-book. The course in American History is supplemented also by regular work in civics, using Bryce's "American Commonwealth" as a basis for study. Five times a week.

MATHEMATICS—Solid Geometry (Wells), three times a week; Plane Trigonometry (Conant), twice a week; Advanced Algebra (Hawkes), twice a week.

SCIENCE—PHYSICS (Rendtorff); Lectures, Recitations, Laboratory Work.

NOTE—Classes are usually not formed for less than four students.

ENGLISH DEPARTMENT

It is primarily the aim of the English Department to prepare boys to meet the demands of the colleges in their entrance requirements in English. To that end, a four-year course has been arranged, in which a wide selection of books from the uniform college entrance list is carefully studied and thoroughly reviewed. It is the endeavor of the Department to have the tests and examinations given at least equal the college entrance examinations in severity, and to have the themes in class based upon topics measuring up to the college entrance standard. The practice in Composition, however, is extended to subjects drawn from everyday experiences of the boys as well as from the books studied in the classroom, but with the emphasis stressed upon the latter, in order to satisfy the stipulations of the colleges. At the close of the third year the class is ready to meet the requirements of English 1 of the College Entrance Board, the work of the fourth year being devoted entirely to the more advanced demands of English 2. At graduation, therefore, a student is prepared in English to enter any of the Eastern colleges that admit only upon examination, or his diploma from Lake Forest will admit him also, without examination in English, to any certificate college that he may desire to enter.

In addition, however, to satisfying these demands on the part of the college entrance requirements, a review of Grammar is required in the first and third years, and a varying course in Rhetoric is followed throughout each of the four years. In all four classes, also, there is held daily a five-minute exercise in spelling, and neat, legible penmanship is strictly insisted upon in all the work of the Department.

Moreover, it is the endeavor of the English Department to cultivate in the students an appreciative enjoyment of good literature, as well as the power to express themselves correctly and effectively. The Library offers, in its collection of books and magazines, a wide field to those who wish to do collateral study or to extend their reading generally.

In co-operation with the Gargoyle Club, too, and in order



Reid Hall



A Corner of the Physics Laboratory

to further an interest in the drama, groups of students, with a master accompanying, are encouraged to attend the performances of Shakespearean plays in Chicago, or of other plays that may be especially worth while, as a study in dramatic expression and for the purpose of witnessing the presentation of great art in literature by noted men and women distinguished for their great art in acting.

LATIN DEPARTMENT

A four-year course in Latin is offered, based on the new requirements for college entrance. In the first year two courses are offered, one of four hours per week for those who have had Latin in grammar school, and one of six hours per week for those who have had no Latin before. The work of the first year consists of thorough drill in the grammar and an introduction to Cæsar. In the second year the required amount of Cæsar is read and the grammar reviewed in connection with composition based on the Cæsar. At the end of the first two years the student should be ready for the college examinations in Latin Grammar and Cæsar.

In the third year the prescribed amount of Cicero is read and the study of grammar and composition is continued in preparation for the Advanced Composition examination. In the fourth year the required parts of Vergil's *Æneid* are read with selections from the remainder of the work.

The work throughout the entire course is in harmony with the spirit of the new requirements. The student is expected to learn to read Latin and understand it, not merely to grind out a translation and memorize it. To this end translation at sight is made a regular and important part of the work from the start.

GREEK DEPARTMENT

A two- or three-year course in Greek is offered for those who desire it for entrance to college. The first two years are given to the study of grammar and Xenophon's *Anabasis* and the third, to Homer. The same principles underlie the courses in Greek as those in Latin. Accuracy in grammar work and

grasp of the language as shown in sight translation, not the ability to recite fluently a previously prepared translation, are made the basis of the judgment of a student's work.

GERMAN DEPARTMENT

The German course of three years is planned primarily to meet the requirements for admission to the best colleges in the country. The first year is devoted to a careful study of the fundamentals of grammar, the declension of the noun and the adjective, the conjugation of the regular and irregular verbs, the peculiarities of German word order, etc. From one hundred to one hundred and twenty-five pages of easy German are read and translated with especial attention to construction and vocabulary. In the second year one hundred and fifty pages of fairly easy material are read, and in the third year three hundred and fifty pages of more difficult material are read. In both the second and third years the study of composition is carried on regularly. The work of all the years is designed to meet the requirements of the College Board. Boys are then prepared to enter college by certificate of the school, or by examinations.

FRENCH DEPARTMENT

The courses in this department are based on the recommendations of the Modern Language Association of America and the College Entrance Examination Board. The student is advised to have at least one year of Latin before beginning the study of French.

Fraser and Squair's Shorter French Course is used in the first year, covering all the main principles of French grammar, including the more common irregular verbs. During the latter part of the year, much time is spent on dictation and connected composition based on the reader. The second year is given to reading and connected composition, the learning of all but the rare irregular verbs, and a thorough review of the main points of the grammar in preparation for the college Elementary French examinations. In the third year a systematic review of the grammar is made, extending the study to the finer points,

and a large amount of reading is done, including some poetry and works of the seventeenth and eighteenth centuries as well as modern prose. Students who have taken this course successfully should be able to pass the college entrance Advanced French examinations.

Throughout the course the main consideration is accuracy and thoroughness, especially in the mastery of the most important principles of grammar. A good pronunciation is insisted on and dictation is made a regular part of the course. As fast as the classes show the requisite quickness of thought, conversation is introduced, and in the higher courses it is possible to use French almost exclusively in the classroom.

SPANISH DEPARTMENT

The demand for Spanish has become so great that it has been found necessary to offer a three-year course in that language. The aim of the course is to give a good reading knowledge and the ability to write and speak the language correctly. A good pronunciation is insisted on, and conversation is used throughout the course to train the ear. The student who passes the course successfully should be able to read ordinary Spanish prose without difficulty, to understand Spanish when spoken clearly and carefully, and to carry on ordinary conversation.

Espinosa and Allen's Spanish Grammar is used in the first year. The work consists of careful drill in pronunciation and dictation, the study of the rudiments of grammar, and the reading of about one hundred and fifty pages of easy prose. Remy and Roessler's Spanish Reader is used for this purpose, furnishing carefully selected material and an appropriate vocabulary for the actual use of the language in conversation on interesting topics of everyday life.

In the second year the study of grammar is continued with a thorough drill in the irregular verbs and the uses of the subjunctive, in order to prepare the student for the college examination in Elementary Spanish. Special emphasis is placed on translation and composition work, which in the second half of the year develops into regular Spanish correspond-

ence. Modern Spanish authors (Hartzenbusch, Galdós, Valera) are read throughout the year.

The great and rapidly growing importance of Spanish is being more generally recognized; therefore, the third year of the course is established for those among our pupils who wish to give their knowledge of this language a special commercial finish. Thus a regular course in Spanish business correspondence is conducted, and a commercial reader acquaints the student with actual trade conditions in all Spanish-speaking countries. Spanish newspapers or magazines are read every week and instruction as well as conversation is conducted exclusively in Spanish.

SCIENCE DEPARTMENT

The study of Science begins in the First Class with Physiology and Physical Geography. Chemistry is studied in the third, and Physics in the fourth year.

Chemistry—The chemical laboratory consists of two commodious, well-lighted rooms, equipped with water connections, gas, sinks, re-agent racks, lockers, and drawers, for twenty students. Re-agents, glass ware, and special apparatus are accessible at all times. The equipment approximates \$2,000 in value.

The course consists of a systematic lecture-room and laboratory study of the chief physical and chemical properties of the more common elements and their compounds. Attention is given to the atmosphere, flames, acids, bases, salts, oxidation, reduction, crystallization, manufacturing processes, familiar substances, combining proportions by weight and volume, elementary calculations, symbols and nomenclature, atomic theory, atomic weights and valency, nascent state, the natural grouping of the elements, solution, and electrolysis.

Physics—The physical laboratory is unusually well provided with European and American apparatus, and ranks with the best academic laboratories in the country. The value of the apparatus and equipment is approximately \$5,000.

The course gives a thorough foundation in the general physical principles in view of further study in more advanced schools. The lecture-room work is illustrated by qualitative



Views in Lake Forest



View in a Ravine

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experiments, while those of a purely quantitative nature are reserved for individual investigation in the laboratory.

The aim of the laboratory work is to supplement the student's fund of concrete knowledge and to cultivate his power of accurate observation and clearness of thought and expression. The exercises are chosen with a view to furnishing forceful illustrations of fundamental principles and their practical applications. They are such as yield results capable of ready interpretation, obviously in conformity with theory, and free from the disguise of unintelligible units.

HISTORY DEPARTMENT

The primary aim of the History Department is to introduce the student to historical methods of thinking and to teach him to use historical material intelligently. The standard set by the college entrance examinations in history makes it necessary for candidates to gain the historical view-point, and it is the constant endeavor of the department to secure this end. While regarding this as the most important object to be attained, there is no tendency to neglect the foundation on which it must be based—an accurate and comprehensive knowledge of the essential concrete facts of history.

Every effort is made to develop in the student a true appreciation of the meaning of history. Modern conditions are considered and parallels are constantly drawn. The daily newspapers and the standard magazines are regularly referred to, and students are taught practical lessons in government and politics.

The courses are conducted by discussions in the classroom based upon the text-book, outside reading in standard works, or in collections of extracts from the sources, and by talks from the master. Daily written tests show quickly how well the work is mastered. The relation of history to geography is constantly emphasized by reference to the globe and wall-maps in the classroom, and by outside work in historical outline atlases. Special attention is paid to map work, and each student is required to keep an accurate note-book.

MATHEMATICS DEPARTMENT

The courses in mathematics are based on the entrance requirements of the leading universities and technical schools. As in the other departments, the subjects usually classed as half-year courses extend throughout the entire school year, thus making it possible for candidates for college entrance examinations to be in the best shape at the end of the school year.

The first year work in Algebra consists of a thorough drill in the fundamentals. The class is divided into small sections, and every effort is made to see that the members of the First Class get an accurate knowledge of Algebra to quadratics.

Through experience it has been discovered that a great many boys who enter Lake Forest Academy know but little Arithmetic, which deficiency is a great disadvantage in their subsequent mathematical work. Not only do they have undue difficulty with Algebra and Geometry but also with the mathematical parts of Physics and Chemistry. It has been decided to offer in the first year a course in Advanced Arithmetic. All boys in the First Class will take this course unless they show by an examination that they have a sufficient knowledge of Arithmetic to make the course here unnecessary for them.

The course is designed especially to help those whose mathematical training has been neglected or whose ability in mathematics is limited. A very definite method will be followed and an earnest effort made to teach boys to think mathematically. In addition to the fundamentals of Arithmetic the course will deal especially with interest, discount, stocks and bonds, involution, evolution, and mensuration, subjects which are of great importance in connection with later mathematics and of value in life outside school.

The second year course in Algebra is devoted to a study of the theory of indices, quadratic equations, graphs, arithmetical and geometrical progressions, and the binomial theorem. At the end of this year the student should be ready for the college entrance examination in Elementary Algebra.

Plane Geometry is studied in the third year. Each stu-



Walsh Cup



Talbot Cup



Spies Cup



Declamation Cup



McKay Prize-\$25



Book Prizes



Hinode Prize



Faculty High Honor
Prizes-\$10-Each



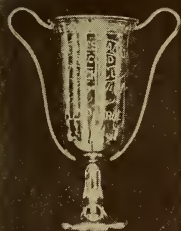
Pressinger Cups



Physical Director's Cup



Baseball Cup



Track Record Cups



Copp Cup



Left - Haven Medal
Right - Reid Medal



Tennis Medals



Chaffield-Taylor Prize - \$25



Fidelity Prize-\$20



Bates Prize-\$20



Candy Prize-\$20



Carr Prize-\$10

Commencement Prizes

dent is required to keep a note-book of original problems, which can be used as a reference book for a systematic review at the end of the year.

For students who are planning to go to technical or engineering schools three courses in mathematics are offered in the Senior year. The three are Solid Geometry; Plane Trigonometry, including a special study of logarithms; and Advanced Algebra. The course in Advanced Algebra is planned to meet the requirements of the scientific and engineering departments of such universities as Yale, Cornell, and the Massachusetts Institute of Technology.

COMMERCIAL GEOGRAPHY

The course is planned to give an exact and intimate knowledge of the production and distribution of the world's great commercial staples, as well as of the progress of its leading manufacturing industries. Although the greater part of the time is devoted to the United States as "a world in itself," comparisons between different countries and regions will not be neglected.

The aim of the course is to impart to the student a clear insight into the scientific foundations of modern commerce and industry, and to enable him to appreciate the high efficiency of the United States as a leader in commercial transactions. The course is recommended to students who intend to go to schools of finance and commerce.

PUBLIC SPEAKING

A course in Public Speaking is maintained throughout the four years of school. The time given to this work amounts to about one and one-half hours per week. Every boy in school is required to take this course each year that he is a student here. It is a very valuable training for all boys. The master in Public Speaking devotes much thought and attention to the boys' work in this course, and every boy speaks many times each year before his class and before the Orange or the Black Club.

The purpose in this course is not only to give students practice in talking before an audience, but also to aid them in learning to think closely and systematically. For correcting inaccurate and hazy methods of thinking there is no better training than systematizing and briefing material for debate, and this necessary fundamental groundwork is kept thoroughly in mind throughout the course. Teams for debating and declamation contests are chosen each year for competition between the clubs and with other schools.

PHYSICAL TRAINING

Because of a belief in the need of correct physical, as well as intellectual and moral, growth of the students, Physical Training was established in 1910 as a regular department of the Academy. Physical exercise is required five afternoons a week. The physical exercise hour is a regular appointment the same as other required appointments. The aim of the department is to promote health, systematic bodily development, and efficiency, to make a beginning in real physical education.

To this end a system has been established which includes the best of all "systems" of physical training. Recreative work alone will not accomplish this purpose, and the program must include not only recreative work but that which is also hygienic, corrective, educative, and developmental as well. The work is, therefore, required throughout the course.

PHYSICAL EXAMINATIONS

At the beginning of each year every boy is required to have a medical examination by the School Physician, especial attention being given to the heart, lungs, and abdominal organs. No boy is allowed to take up vigorous physical work without this examination.

Each boy is then given a thorough physical examination by the Physical Director. This includes measurements, strength tests, and a complete physical diagnosis. Emphasis is placed upon a study of the heart rate and blood pressure

both before and after exercise, and upon postural defects. In case of individual needs the boy is advised as to special work and hygienic habits. His physical condition is closely watched during the year and suggestions are given from time to time as needed. A second examination is given in June for comparative study, and a report of progress is sent to the parents with the student's record.

Supplemental examinations are given throughout the year to all boys who are members of athletic teams to determine whether participation in athletics is having any ill effects.

ORGANIZED ATHLETIC WORK

During the fall term the work consists largely of outdoor athletics, including football, soccer, field hockey, tennis, basketball, and cross country running. During the winter term the work of the gymnasium classes consists of vigorous drill in floor calisthenics, light and heavy apparatus, balancing and breathing exercises, gymnasium tactics, dancing steps, games, etc. The intention is to make this work recreative as well as corrective and strengthening. In classes, students are required to wear regulation gymnasium suits consisting of shirt, long trousers and gymnasium shoes. Opportunity is given for games of basketball, indoor baseball, volley ball, indoor track work, and also for swimming. During the spring term the outdoor work is again resumed, consisting of baseball, tennis, track and field athletics. The rudiments of the various American athletic sports are taught by actual experience in competition in order to encourage the student's interest in the upbuilding of his own body as well as in popular competitive pastimes.

SWIMMING

Swimming in the gymnasium pool is a compulsory part of the work for all students who are physically fit. If a boy has not learned how to swim before coming to the Academy, he will be taught by competent instructors free of charge. The

Physical Department grants a swimming certificate when the work has been completed satisfactorily. Instruction is also given in life saving and resuscitation and a special "Life Saving Certificate and Insignia" is given for proficiency in this course.

TENNIS

Because of our belief in tennis as a splendid form of exercise which can be utilized both in school and in after life, a special effort is made to encourage tennis as a feature of our athletic life. At the opening of the fall term every boy is placed in the ranking list for the all-year tournament. The boys are divided into groups of ten. A boy has the privilege of challenging any one of his own group, and if in first or second place of his group, he may challenge into the next higher group. During the year the ranking list becomes so adjusted that every boy is competing with others of his own ability. In order that even the unskilled players may have some incentive, a medal is awarded at the close of the year to the winner in each group.

INTERSCHOLASTIC ATHLETICS

In addition to the regular physical training work, teams for interscholastic competition in football, baseball, basketball, tennis, swimming, track and field athletics are organized and trained by special faculty coaches. Several teams are organized in each department of athletics in order that all boys may compete with others of their own age and size. No boy need sit idly on the side-lines. Lake Forest Academy teams have always made a creditable record for true sportsmanship in competition with other teams. Most of the games are played at the Academy. No student is allowed to enter interscholastic competition unless he keeps his studies up to passing grade in at least three full courses of academic instruction. The Academy stands for purity in athletics as well as in the personal life of the boy. Unless objection is received from the parents or guardians it is assumed that the



The Mid-Winter Dance



The Musical Clubs

students have permission to compete in all athletics. There are on the campus, two baseball diamonds, two football fields, eight tennis courts, and an oval cinder running-track with a 220-yard straightaway.

ORANGE AND BLACK CLUBS

In addition to the regular Academy athletic teams, two athletic clubs have been organized among the students for competition. These two clubs are named for the Academy colors, Orange and Black. Each student is enrolled in one of these clubs when he first enters the Academy.

The chief purpose of the clubs is to encourage intra-mural athletics. It has been proved conclusively that properly directed play and exercise are as essential factors in the most desirable development of students as any subject in the curriculum. Athletics in high schools are now subjected to more or less criticism for the reason that their nature is not such as to permit more than a comparatively small percentage of the students to participate successfully therein. This undesirable condition of affairs has been corrected here, and an examination of the annual schedule will show that Lake Forest cannot be included in the list of schools which give only "the favored few" the benefit of instruction.

All sports are more exhilarating and consequently more profitable when the spirit of competition is introduced. Our plan includes both team and individual competition. Club teams are organized in the chief sports. Emphasis is placed also on individual events such as punting, drop kicking, and forward passing in football; goal throwing in basketball; diving and swimming; all track and field events; and numerous events suitable for indoor competition during the winter.

By this variety of athletic sports students are prevented from overspecializing in any one sport. To give further encouragement to general development, the Physical Director offers a prize for the winner of the all-around competition.

GENERAL HEALTH CONDITIONS

The health of the student is safeguarded in every possible way. The school employs a trained nurse who lives at the school and is available at all times. She and the Physical Director keep constant watch over sanitary and hygienic conditions. The nurse makes inquiries every morning in each dormitory, co-operating with the House Masters to forestall sickness, and gives personal attention to all cases of illness. In every case of illness that keeps a student from his regular work, a physician is called immediately and if it is the physician's opinion that the boy will be in bed more than one day, he is sent to Alice Home Hospital. Here he receives the best of treatment under the care of excellent physicians and trained nurses. A special student rate of two dollars and a half per day is charged, not including the physician's fees.

EMERGENCY TREATMENT

A new "First Aid" room has been added to the facilities of the Department of Physical Education. The room, twelve feet by twenty feet, is finished in the most sanitary manner. All furniture is white enameled. The equipment includes an electric stove, an electric heating pad, an electric massage machine, the latest type of "Therapeutic Arc Lamp," and a modern X-Ray Machine. The services of the Physical Director are available to the boys at practically any hour of the day. Emergency treatment is the only treatment attempted by the Director. Included in such cases are bruises, contusions, sprains, slight wounds, skin abrasions, and so forth. Cases requiring medical treatment are referred to the School Physician.

PHYSIOLOGY

The aim of this course is to give the student elementary but practical knowledge of the structure, function, and care of the body, and of sanitary conditions under which we live. The course is two hours a week and is correlated with the work in physical training.



Views on the Athletic Fields

MUSIC DEPARTMENT

Arrangements for the study of music may be made with Henry Purmort Eames in piano; with Edward J. Freund in violin; with Signor Salvatore Tomaso in mandolin, guitar, and banjo. Charges for such study are extra.

The Glee Club, Mandolin Club, and Orchestra, trained by masters in residence at the school, give ample opportunity for ensemble practice, both instrumental and vocal. The joint concert given by the combined Musical Clubs is one of the notable features of the Mid-Winter Festivities held in February, and much emphasis is placed on the function properly performed by musical organizations in the life of the school.

DANCING

Lessons in modern dancing are given by Mr. A. L. Bournique. Mr. Bournique has had a long and successful experience as a teacher of dancing and ballroom etiquette.

LECTURES AND ENTERTAINMENTS

A prominent feature of the school life in recent years has been the Entertainment Course, which has brought to Lake Forest Academy many notable people. As far as possible the entertainments are arranged to fall on Saturday evenings.

The school owns a latest model 6A Powers Motion Picture Machine, equipped with special Gunloch lens and compensarc device. After study hall on the Saturday evenings when there is no lecture or other entertainment, motion picture entertainments are given. Pictures are shown which are both educational and entertaining.

In the past few years the lecture course has brought to the Academy such people as the following: Alfred Noyes; Mme. Carolina White; Leland Powers, Reader; The Metropolitan Grand Quartette; Frank Speaight, Interpreter of Dickens; Ralph Bingham, Humorist; W. W. Ginn, in "The Man from Home"; Laurant, Magician; Benjamin Chapin, "Lincoln"; Wilbur Arthur, "Monsieur Beaucaire"; Ross Crane, Cartoon-

ist; George Underhill, Interpreter of Dickens; The Rawies, South Sea Islanders; Bohumir Kryl, the famous bandmaster and cornetist; Montraville Wood, Scientific Lecturer; The Zoellners, Musical Company; The Bostonian Sextette; Wm. M. Lewis, Lecturer; Kortschak, Violinist; Miss North, Soprano Soloist; The Ben Greet Players; and many others.

EXPENSES

The tuition for day pupils is \$300.00 for the year. This covers all charges except the fees mentioned below.

The charge for boarding pupils is \$950.00 for the year. This covers tuition, living expenses, and the washing of thirty pieces per week.

Pupils are received only for the entire year, except in the event of vacancies, which will be filled for the remainder of the year. *No deduction from the annual charge is made for the students who are dismissed or who leave after the opening of the year, except in cases of continued illness lasting three months or more, and then under no condition will more than half the charges be refunded.* For the convenience of patrons, the annual charge of \$950.00 may be divided into two payments, \$475.00 due on the opening day of the school year, and \$475.00 due on January 15th.

LABORATORY AND OTHER FEES

Physics or Chemistry per year \$15.00

These charges are to cover the use of apparatus and the cost of material.

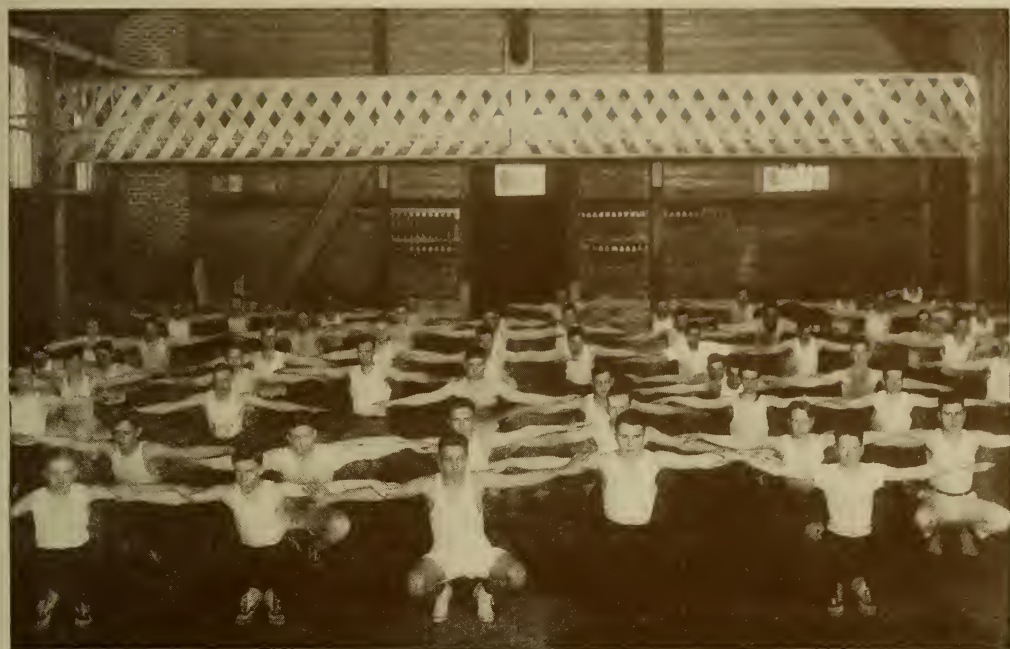
Lecture Course and Library per year \$15.00

Athletics per year 15.00

These fees cover the admission to all home games and lectures as well as to the privileges of the Athletic Association.

Mending Clothing per year \$10.00

Graduation Fee 5.00



A Physical Training Class



The Football Squad

Parents are requested to allow only a limited amount of spending money. Neglect of this request will work strongly against the best interests of the boy.

The Academy has its own book and athletic stores. Besides books, the boys may here buy, or order, gymnasium and other outfits, stationery, pennants, etc. Only a limited amount of credit is given.

ROOM FURNISHINGS

Each room is furnished with a single bed and mattress, a table, chiffonier, and chair. Each boy is expected to bring:

2 Pairs of Sheets	4 Pillow Cases (Size of pillow,
2 Pairs of Blankets	23 x 29 in.)
2 Counterpanes or Couch Cover	12 Towels
(Size of bed, 6 ft. x 3 ft. 6 in.)	8 Napkins

Each article must be marked with the boy's name and initials, either stitched in or in indelible ink; all trunks should be plainly marked.

Boys should bring, in addition, a napkin ring, drinking glass, toilet soap, bath-robe, rugs (size of room 9x11 ft.), curtains (size of window 6x4½ ft.), brushes, bootblackening, and stormy weather clothes.

ROOMS

Practically all rooms are so placed as to have the sun half of each day. The rooms are cared for by the school servants. However, boys are expected to pick up and put away their clothing and not to leave their rooms in disorder.

All rooms are in good condition when assigned to students in September, and each boy is responsible thereafter for damage occurring in his own room. It is expected that each student will exercise the utmost care in avoiding injury to the rooms or halls. Any damage done must be paid for by the student at once. Students must bring only such wall decorations as can be hung from the moulding.

FIREARMS

Students are forbidden to have air guns or firearms of any kind in their possession.

AUTOMOBILES

Students are not allowed to have automobiles or motor-cycles at the school.

THE SCHOOL PUBLICATIONS

THE SPECTATOR

Published each week throughout the school year by the students of Lake Forest Academy.

<i>Editor-in-Chief</i>	S. BUTLER
<i>Business Managers</i>	{ E. M. THOMAS A. F. MONTELIUS

THE STAFF

W. F. HALL	D. M. GORDON
J. H. TUCKER	W. P. KIMBALL
E. C. MACK	W. E. WELGE

THE CAXY

Published annually by the members of the Senior Class.

<i>Editor-in-Chief</i>	E. C. MACK
<i>Managing Editor</i>	S. BUTLER
<i>Business Managers</i>	{ D. M. GORDON E. J. CHAFFIN
<i>Assistant Business Manager</i> . .	R. M. BLISS
<i>Literary Editor</i>	E. H. BILHARZ
<i>Art Editor</i>	W. F. HALL
<i>Athletic Editor</i>	A. G. FLUES
<i>Social Editor</i>	W. J. LONNQUIST
<i>Associate Editor</i>	W. P. BUTLER, JR.

THE MID-WINTER FESTIVITIES

On the Friday and Saturday nearest Washington's Birthday the school holds each year its "Mid-Winter Festivities." During this time one of the house dormitories is given over entirely to the guests of the members of the school, school work is discontinued for a day and a half, and the school gives its whole time to entertaining its visitors. At this time the Musical Clubs give their concert, the Gargoyle Club presents its annual play, and two dances and a basketball game add to the gayety. The festivities close with the formal Mid-Winter dance on Saturday night.

It is the policy of the school to condense its social activities as far as possible into one short period, rather than permit them to interfere with school work at all times of the year. Healthy social life has unquestioned value in the development of a boy's character, and we believe that the possible danger of an over-emphasis of this side of school life is met more effectually by concentration in this way than by any other method.

THE GARGOYLE CLUB

The Gargoyle Club, the Academy dramatic organization, presents a play annually during the Mid-Winter Festivities.

On February 18th, 1922, the light comedy, "In Walked Jimmy," was presented with brilliant success. The cast of characters was as follows:

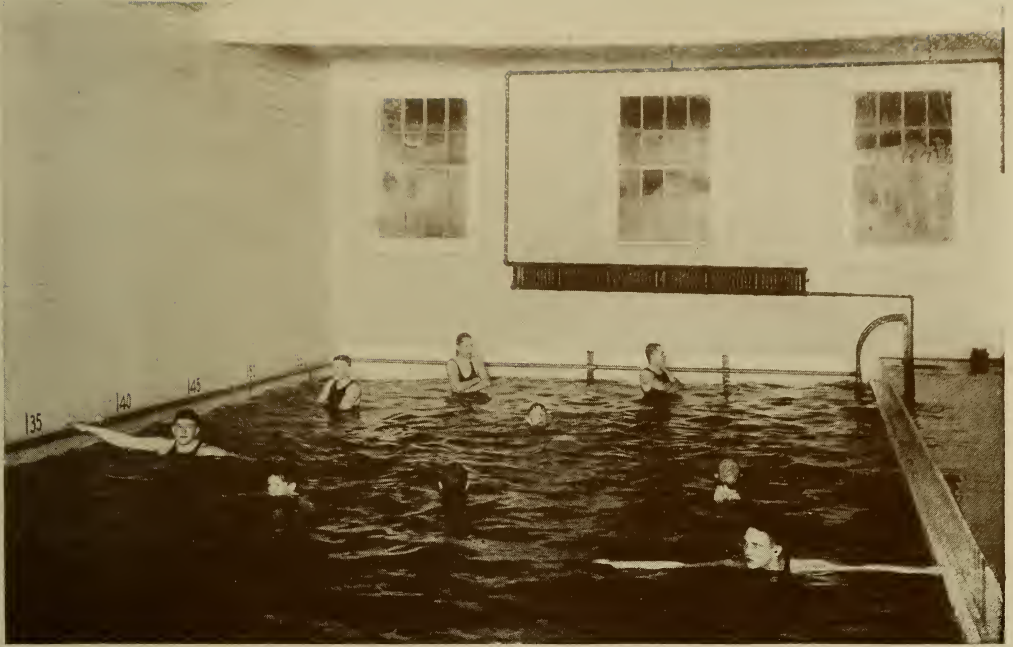
<i>Jimmy, who walked in</i>	JACKSON HORART TUCKER,	'22
<i>John Trellavan, owner of the</i>		
<i>"Cinderella Factory"</i>	FRANK EVANS GEORGE,	'23
<i>Arnold Baker, his nephew</i>	BYRON SCHERMERHORN HAR-	
	VEY, JR.,	'23
<i>Hiram Higgins, his landlord . . .</i>	GERALD ALBERT GIBBS,	'23
<i>Bobbie Day, shipping clerk at the</i>		
<i>factory</i>	WILLIAM JOHN LONNQUIST,	'22
<i>Billie Blake, Kitty's brother . .</i>	HOWARD POWELL TRAVIS,	'23
<i>Josiah Bartlett, a creditor from</i>		
<i>Rochester</i>	JULIAN MERIGOLD,	'23

<i>Moses Graham, another creditor</i>	DONALD BURROUGHS WARNOCK,	'22
<i>Andy, negro at the factory . . .</i>	CHARLES KERNS ROGERS,	'22
<i>Officers</i>	GORDON ALLER,	'22
	ROBERT MONTGOMERY BAHN- SEN,	'23
<i>Burns, detective</i>	JACK DANA FENLASON,	'23
<i>Garrity, detective</i>	CHARLES HERBERT MOORE,	'23
<i>Kitty Blake, bookkeeper at the factory</i>	BARTON HEPBURN,	'24
<i>Miss Rogers, the factory's fore- lady</i>	EMIL HINSHAW BILHARZ,	'22
<i>Office girls</i>	HERBERT FRED ANDRESEN,	'24
	JOHN L. TINCHER, III,	'24
	ALFRED EDGAR FORREST,	'25

THE MUSICAL CLUBS

The combined musical clubs, consisting of the Glee Club, Mandolin Club, and the School Orchestra, give a concert at Mid-Winter each year. In 1922 the program was as follows:

1. Lake Forest, Go! *Koepke*
ORCHESTRA
2. Forsaken *Koschat*
GLEE CLUB
What the Nightingale Sang, Solo *H. Parker*
W. P. BUTLER, JR.
3. The Sheik *Ted Snyder*
Leave Me With a Smile *Burnett-Koehler*
MANDOLIN CLUB
4. Marching *E. Nevin*
GLEE CLUB
Mighty Lak' a Rose, Solo *E. Nevin*
G. FLUES
5. In Old Madrid, Cornet Solo *Trottere*
E. PARKER
6. Waltz of the Mountaineers *R. P. Kay*
ORCHESTRA



One End of the Swimming Pool



The Gargoyle Club Play

7. Tuck Me to Sleep *Meyer*
 MANDOLIN CLUB
 Ka-Lu-A *Kern*
 MANDOLIN QUARTETTE
- 8 Still Waters
 The Torrent, Piano Solo *Koepke*
 E. BILHARZ
9. Alma Mater COMBINED CLUBS

PERSONNEL OF MUSICAL CLUBS

GLEE CLUB

Leader	V. R. ROHRBACK
<i>First Tenors—</i>	<i>Second Tenors—</i>
ROHRBACK	CONWAY
FLUES	CHAFFIN
WAGNER, D.	MERIGOLD
THOMAS	SMITH, S.
CROWDEN	WALLACE
WAGNER, F.	
STEWART	
<i>First Basses—</i>	<i>Second Basses—</i>
WELGE	MACK
RUSSELL	HEDGES
RISING	MIDDLETON
STRAHAN	McMULLEN

MANDOLIN CLUB

Leader	H. S. JONES
<i>Mandolin—</i>	<i>First Banjo—</i>
KIMBALL	JONES
MERIGOLD	SMITH, S.
HEINE	FENLASON
BELT	EVANS
HALL	CHAFFIN
CODY	CONNOR

Second Banjo—

ROHRBACK
 McCLINTOCK
 GIFFORD

MANDOLIN QUARTETTE

First Mandolin—

BELT, R. K.

HEINE, H. L.

Second Mandolin—

CHAFFIN, E. J.

HALL, W. F.

ORCHESTRA

Leader M. SARGENT

First Violin—

SARGENT

Trombone—

RISING

Second Violin—

SMITH, S.

First Saxophone—

STEWART

Drums—

WELGE

Second Saxophone

WAGNER, F.

HAYSSSEN

Cornet—

PARKER

BEIDERBECKE

Piano—

MR. KOEPKE

BILHARZ

THE SCHOOL CLUBS

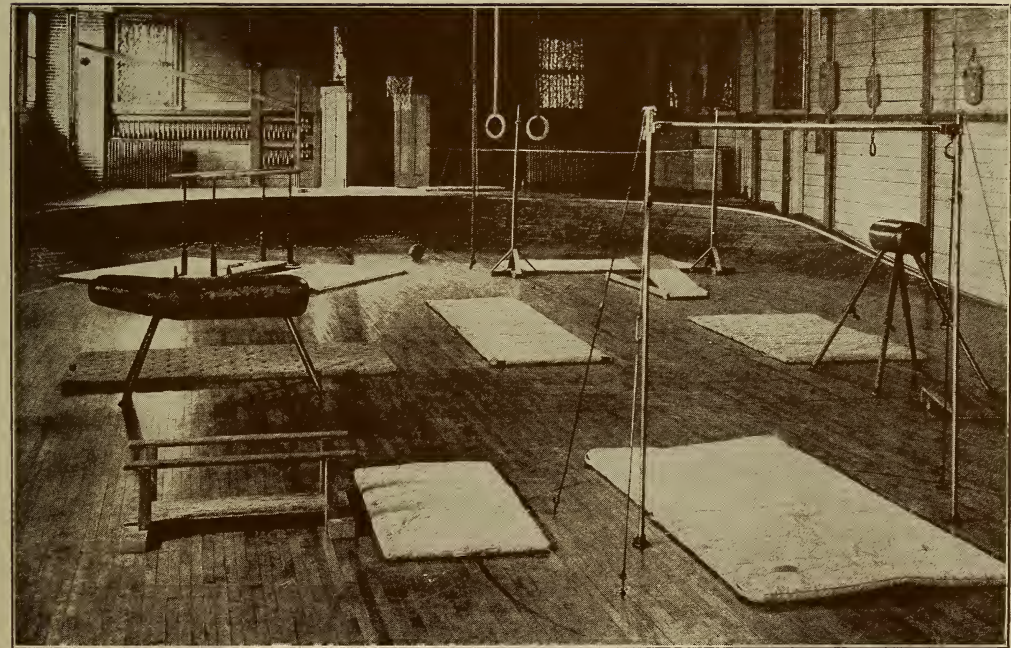
The school is divided into two clubs, the Orange and the Black, which contend with one another for athletic and mental superiority. The membership in these school clubs for 1921-1922 is as follows:

ORANGE CLUB

ANDERSON	COOKE	GEORGE	HEPBURN
ANNIS	CROWDEN, H. W.	GIBBS	JOHNSON
BEIDERBECKE	DOOLITTLE	GORDON, D. M.	JOHNSTON
BOND	EVANS	GRAHAM	KIDD
BURCHELL	FENLASON	GRAYDON	KIMBALL
BURKHALTER	FERGUSON, R.	GROSS	KNOCHE
BUTLER, S	FERGUSON, S.	HART	LANSING
CODY	FRUMP	HASTINGS	LIPE
CASE	FUNK	HEATON	LOCKER
COLEMAN	GARTON	HEDGES	LONNQUIST



The Gymnasium



One End of the Gymnasium

ORANGE CLUB—Continued

MAIN	PATTERSON, J.W.	SMITH, E.	URQUHART
McCABE	PATTISON	SMITH, S.	WAGNER, F.
MIDDLETON	ROBERG, N.	STRAHAN	WARNOCK
MILLER	ROCKWELL	STRAIGHT	WARREN
MOORE, H.	ROGERS	TENNANT	WHITEHILL
MOORE, L.	RUSSELL	THIESEN	
MORSE	SARGENT	TINCHER	
PATTERSON, J.M.	SHAFFNER	TRAVIS	

BLACK CLUB

ALLER	CROWDEN, H. A.	HUHNKE	PUSHMAN, T.
ANDRESEN	DICKEY	JONES	RISING
BAHNSEN	DREWES	KNIPE	ROBERG, T.
BELT	FLUES	LYONS	ROHRBACK
BILHARZ	FORREST	MACK	STAMPER
BLISS	GIFFORD	MAGNUSON	STEBBINS
BLOOD	GORDON, D. A.	McCLINTOCK	STEWART
BORGSCULZE	GRANNIS	McLENNAN	THACKER
BROTZ	GRAY, E.	McMULLEN	THOMAS
BUCHANAN	GRAY, R.	MERIGOLD	TUCKER
BULLAMORE	GRIMM	MONTELIUS	WAGNER, D.
BUTLER, W.	HALL	PARKER	WALLACE
CANON, R.	HARMON	PARKIN	WEIL
CANON, S.	HARVEY	PEARCE	WELGE
CHAFFIN	HAYSEN	PERKINS	WERTZ
CONNOR	HEINE	PIRIE	WILCOX
CONWAY	HOWE	PUSHMAN, G.	WINE
COVERT			

THE ATHLETIC ASSOCIATION

Every boy is a member of the Athletic Association. This is under the direction of a Board of Control, consisting of the captains and managers of the various teams, together with the Headmaster and the Athletic Director. The captains are

elected by the teams they lead; the managers by the Board of Control. For 1921-1922 these officers are:

Football Captain	V. R. ROHRBACK
Football Manager	R. M. BAHNSEN
Basketball Captain	E. M. PATTISON
Basketball Manager	H. S. JONES
Track Captain	R. K. McMULLEN
Track Manager	W. J. LONNQUIST
Baseball Captain	R. B. COLEMAN
Baseball Manager	A. F. MONTELIUS

THE SCHOOL MONOGRAM

The school monogram in various forms is awarded by the Board of Control to players on the football, basketball, baseball and track teams. The wearers of it for 1921-1922 are:

FOOTBALL, 1921

FIRST TEAM

ROHRBACK, Captain	PATTISON	PEARCE
HASTINGS	PERKINS	KIDD
ALLER	WELGE	WHITEHILL
HOWE	FERGUSON, R.	STRAIGHT
FLUES	COLEMAN	LIPE
FRUMP	BAHNSEN, Manager	

SECOND TEAM

KNIPE	RISING	BULLAMORE
McCLINTOCK, E.	MAGNUSON	CROWDEN, H. W.
MERIGOLD	STRAHAN	

BASEBALL, 1921

FIRST TEAM

PAGENKOPF, Captain	ROHRBACK	FLUES
HOLM	McCLINTOCK, G.	HOWE
KOPF	COLEMAN	BROTZ
THOMPSON, Manager		



The Baseball Team



The Track Team

TRACK, 1921

FIRST TEAM

PEARCE, Captain	McKAY	McMULLEN
ROHRBACK	McCLINTOCK, G.	BRADY
KOPF	COOK	BRIGHAM
PAGENKOPF	McAFEE	EHRLICHER
NICHOLLS, Manager		

SECOND TEAM

ALLER	EDWARDS	PATTISON
BOND	HASTINGS	PERKINS
CHAFFIN	MERIGOLD	ROGERS

TENNIS, 1921

PAGENKOPF, Captain	THOMAS
HALL	McCLINTOCK, G.

HEAVY WEIGHT BASKETBALL, 1922

FIRST TEAM

PATTISON, Captain	LIPE	KIDD
ROHRBACK	KNIPE	WHITEHILL

H. S. JONES, MANAGER

SECOND TEAM

GARTON	BEIDERBECKE	McCLINTOCK, E.
HARVEY	MAGNUSON	McMULLEN
WELGE		

LIGHT WEIGHT BASKETBALL, 1922

COVERT, Captain	BURCHELL	STAMPER
GIBBS	ROGERS	

ACADEMY TRACK RECORDS

880 Yard Run	Percival	1:59 $\frac{2}{5}$ sec.
120 Yard Hurdles	Schnur	:15 $\frac{3}{5}$ sec.
50 Yard Dash	Rogers and Mandel	:5 $\frac{2}{5}$ sec.
100 Yard Dash	Ingersoll, Bauer and Rogers	:10 sec.
220 Yard Dash	Scott	:22 $\frac{3}{5}$ sec.
440 Yard Dash	Jaicks	:51 $\frac{4}{5}$ sec.
Mile Run	Hamet	4:47 sec.
220 Yard Hurdles	Pearce	:25 $\frac{1}{5}$ sec.
Shot Put	R. Owsley	47 ft. 11 $\frac{1}{2}$ in.
Hammer Throw	Alderman	164 ft. 2 in.
Discus Throw	Alderman	125 ft. 7 in.
Javelin Throw	R. Owsley	157 ft. 3 in.
Running High Jump	Pearce	5 ft. 10 $\frac{1}{2}$ in.
Running Broad Jump	Cooper	21 ft. 10 $\frac{1}{2}$ in.
Pole Vault	Myers	11 ft. 6 in.
300 Yard Dash	Ingersoll	:34 $\frac{1}{5}$ sec.

RELAYS

One Mile Relay (six men, indoor)	{ Bishop Miller Flewellyn De Bronkart Haynes Barger	} 3:48 $\frac{2}{5}$ sec.
One Mile Relay (four men, indoor)	{ Bishop Percival Miller Flewellyn	} 3:48 $\frac{1}{2}$ sec.

COMMENCEMENT

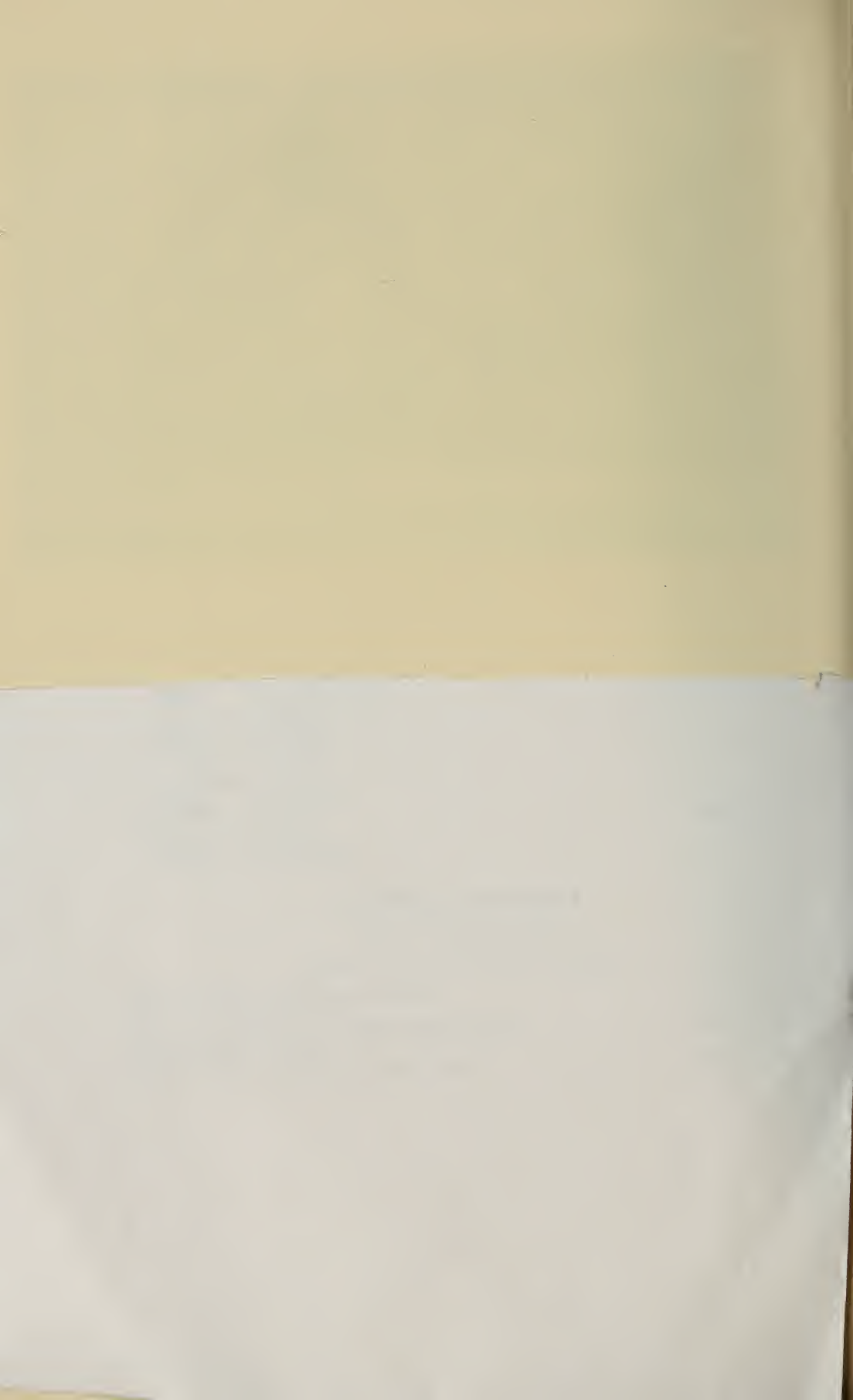
June 17 and 18, 1921

FRIDAY, JUNE THE SEVENTEENTH

Tennis Match (Academy Campus)	2:30 P. M.
Class Day Exercises } (Reid Hall Chapel)	4:30 P. M.
Declamation Contest }	
Senior Dance (Academy Gymnasium)	7:45 P. M.



The Football Team



SATURDAY, JUNE THE EIGHTEENTH

Graduation Exercises (Reid Hall Chapel) 11:00 A. M.

Commencement Luncheon (Academy Gymnasium) . . . 12:30 P. M.

CLASS DAY EXERCISES

Poem JAMES LOWELL COOK, JR.

History CUTHBERT GUERNSEY MCKAY

Song—"Fair Lake Forest" *McLeod Boyle, 1914*

Prophecy FRANK DOHN RUDOLPH

Announcement of Athletic Honors and Distribution of Prizes . . .

MR. RALPH JONES

Song—"Loyalty" *McLeod Boyle, 1914*

Ivy Oration FRANK KARL PAGENKOPF

Reception of the Spade for the Class of 1922

SPERRY BUTLER

School Cheers

GRADUATION EXERCISES

THE CHAPEL, 11:00 A. M.

I. March (*Processional*) MR. GRUBER

II. Responsive Reading . Led by REV. HERBERT McCOMB MOORE

III. Hymn—"Coronation" *Holden*

IV. Prayer REV. GEORGE ROBERTS

V. Vocal Solo ANNA BURMEISTER

VI. Address—"The Leaders of To-Morrow," by Rev. David Hugh Jones, Pastor of First Presbyterian Church, Evanston, Illinois.

VII. Vocal Solo ANNA BURMEISTER

VIII. Presentation of Diplomas by the Headmaster, with the Announcement of Prizes.

IX. Vocal Solo ANNA BURMEISTER

X. Benediction REV. GEORGE ROBERTS

XI. Recessional MR. GRUBER

PRIZES

The Otis Haven Memorial Medal is presented by Mrs. A. C. Haven of Lake Forest, Illinois, to the member of the graduating class who has had the highest average in scholarship during his Upper Middle and Senior years.

The Arthur Somerville Reid Medal, given annually for many years by the late Mrs. Simon Somerville Reid of Lake Forest, and sustained by her daughter Mrs. C. W. Barnes, is presented to the member of the graduating class who has stood second in scholarship during his Upper Middle and Senior years.

The Hinode Prize of a set of Thackeray is presented by Mr. P. H. McKay of Kobe, Japan, to the member of the Senior Class who, in the judgment of the faculty, speaks the best English in the school.

The Rose Farwell Chatfield-Taylor Memorial Prize of twenty-five dollars in gold is sustained by Mr. H. C. Chatfield-Taylor of Santa Barbara, California, and is presented to the member of the Senior Class who by his industry, manliness, and honorable conduct has done most for the life and character of the boys of the school. The award of this prize is made by the faculty after having considered the results of a secret ballot by the boys of the school.

The Lauren Rogers Fidelity Prize is sustained by Mr. Wallace B. Rogers of Laurel, Mississippi, and is presented to the holder of a scholarship who has made the most satisfactory all-around record in scholarship, industry, athletics, and influence in his Class.

The Talbott Cup, presented by Maj. N. S. Talbott of Dayton, Ohio, is presented to that member of the Senior Class who is most proficient in scholarship and athletics combined.

The Spies Prize Cup is presented in memory of Franza Spies by Mr. Fred A. Spies of Chicago, Illinois, to the member of the Upper Middle Class who is most proficient in scholarship and athletics combined.

The Loyalty Prize of twenty-five dollars in gold is presented by Mr. P. H. McKay of Kobe, Japan, to the mem-

ber of the Upper Middle Class who exemplifies the finest school spirit and greatest loyalty to the best interests of Lake Forest Academy. The award of this prize is made by the faculty after considering the results of a secret ballot by the members of the Upper Middle Class.

The Robert Walsh Memorial Prize of a silver loving cup, sustained by Mr. and Mrs. Edward F. Walsh of Bartlesville, Oklahoma, is presented to the member of the Upper Middle Class who is adjudged to excel in manly purity of character among his classmates.

The Copp Cup is presented by Mr. Herbert Guy Copp of Rock Island, Illinois, to that member of the school publications boards who is adjudged to have been most faithful and efficient in his work.

The Albert Candy Prize of twenty dollars in gold is presented by Mr. Albert Candy of Chicago to that member of the Lower Middle Class who, in the judgment of the faculty, has made the greatest general improvement in studies, conduct, spirit, and attitude in the school.

The Bates Prize of twenty dollars in gold is presented by Mr. A. M. Bates of Chicago to that member of the First Class who, in the judgment of the faculty, has made the greatest general improvement in studies, conduct, spirit, and attitude in the school.

The Clyde Carr Spelling Prize of ten dollars in gold is presented by Mr. Clyde Carr of Lake Forest, Illinois, to the boy who has made the best record in spelling.

High Honor Prizes of ten dollars in gold are given by the faculty to those boys who have High Honor Roll standing for the year.

A prize cup is given by the Athletic Association to the boy who breaks the school record in a track event.

The Lonnquist Tennis Cups are given by Mr. Axel Lonnquist of Evanston, Illinois, to the boy winning the annual spring tennis tournament and to the boy winning second place.

Medals are given by the Athletic Association to the win-

ners in the All-Year Tennis Tournament as follows: gold medal to winner of Group A, silver medal to winner of Group B, and bronze medals to winners of remaining groups.

A prize cup is given by the Physical Director to the boy who makes the best all-around record in the Orange and Black competition.

A prize cup is given by the Athletic Association to the member of the baseball team who has the highest batting average for the season.

The Headmaster's Declamation Cup is presented by Mr. John W. Richards to the boy who is adjudged the winner in the Declamation Contest at Commencement time.

The Club Tennis Cup has been given by the trustees to be contested for in tennis singles between the athletic clubs.

A prize of Books is given annually for excellence in Latin, Greek, Plane and Solid Geometry, Algebra, Trigonometry, French, German, Spanish, History, Physics, Chemistry, English, Physiography, Physiology, and Commercial Geography.

The William C. Dickinson Scholarship of \$1,000 was founded by the Presbyterian Church of Lake Forest for the benefit of a student in the Academy; such student to be appointed by the Session of the Lake Forest Church, or, failing such appointment, by the Headmaster of Lake Forest Academy.

AWARD OF PRIZES, JUNE, 1921

THE HAVEN MEDAL

For Excellence in Scholarship in the Upper Middle and Senior Years

GARNER CECIL PARR

THE ARTHUR SOMERVILLE REID MEDAL

For the Second in Rank in the Upper Middle and Senior Years

MILTON TRACY CLOW

THE CLYDE CARR SPELLING PRIZE

For the Best Record in Spelling

GARNER CECIL PARR

Honorable Mention

JOHN LAFFERTY BAUGHMAN



A Lake View

THE PRESSINGER TENNIS CUPS

First Place

EDWARD MORGAN THOMAS

Second Place

WILLIAM FLETCHER HALL

THE HEADMASTER'S DECLAMATION CUP

JACK DANA FENLASON

THE HINODE PRIZE

For the Senior Boy Who Speaks the Best English in the School

MALCOLM PALMER MOUAT

Honorable Mention

JOHN LAFFERTY BAUGHMAN

THE ROSE FARWELL CHATFIELD-TAYLOR PRIZE

For the Senior Boy of Highest General Character

FRANK KARL PAGENKOPF

THE FIDELITY PRIZE

For the Scholarship Boy with Best All-around Record

FRANK KARL PAGENKOPF

Honorable Mention

HERBERT KOPF

THE TALBOTT PRIZE CUP

For the Senior Boy who has the Best Record in Scholarship and Athletics Combined

HERBERT KOPF

Honorable Mention

FRANK KARL PAGENKOPF

THE SPIES PRIZE CUP

For the Member of the Upper Middle Class Who Has the Best Record in Scholarship and Athletics Combined

GORDON ALLER

THE LOYALTY PRIZE

To the Boy of the Upper Middle Class Who Exemplifies the Finest School Spirit and Greatest Loyalty to the Best

Interests of Lake Forest Academy

GORDON ALLER

THE ROBERT WALSH MEMORIAL PRIZE

To the Boy of the Upper Middle Class Who Is Adjudged to Excel in
Manly Purity of Character Among His Classmates

SPERRY BUTLER

THE ALBERT CANDY PRIZE

To the Boy of the Lower Middle Class Making the Greatest General
Improvement

ROBERT MONTGOMERY BAHNSEN

THE BATES PRIZE

To the Boy of the First Class Making the Greatest General
Improvement

VINCENT KIELY LIBBY

THE COPP PRIZE

To That Member of the School Publications Boards Who Is Adjudged
to Have Been Most Faithful and Efficient in His Work

JAMES LOWELL COOK, JR.

Honorable Mention

MILTON TRACY CLOW

PRIZE CUP FOR HIGHEST BATTING AVERAGE

VICTOR RAYMOND ROHRBACK

PHYSICAL DIRECTOR'S CUP

To the Boy Making the Best All-around Record in the Orange and
Black Competition

DANIEL EDWARD WAGNER

TENNIS MEDALS

Gold Medal

WILLIAM FLETCHER HALL

Silver Medal

GERALD ALBERT GIBBS

Bronze Medal

JACKSON HORART TUCKER

Bronze Medal

WILLIAM PHELPS KIMBALL

BOOK PRIZES

For Excellence in Latin

GARABED THOMAS PUSHMAN

ROSCOE GRIMM

SPERRY BUTLER

RICHARD KENNETH McMULLEN

Honorable Mention

WILLIAM PHELPS KIMBALL

EMIL HINSHAW BILHARZ

For Excellence in French

WILLIAM PITT BUTLER, JR.

SPERRY BUTLER

GARNER CECIL PARR

Honorable Mention

HOWARD POWELL TRAVIS

WILLIAM PHELPS KIMBALL

MALCOLM PALMER MOUAT

For Excellence in History

ROSCOE GRIMM

ROBERT ATKINSON CANON

MILTON TRACY CLOW

Honorable Mention

SAMUEL RUSSELL CANON

HERBERT CONANT NICHOLLS

FRANK KARL PAGENKOPF

For Excellence in Algebra

MINIER SARGENT

GARNER CECIL PARR

FRANK KARL PAGENKOPF

Honorable Mention

JOHN TINCHER, III

WILLIAM PITT BUTLER, JR.

ALBERT TENNYSON CANDY, JR.

For Excellence in Plane Geometry

HOWARD POWELL TRAVIS

Honorable Mention

WILLIAM PITT BUTLER, JR.

For Excellence in Trigonometry

GARNER CECIL PARR

For Excellence in Solid Geometry

GARNER CECIL PARR

For Excellence in Physics

ALBERT TENNYSON CANDY, JR.

For Excellence in English

BARTON HEPBURN

EDWIN CHRISTIAN MACK

WILLIAM PHELPS KIMBALL

GARNER CECIL PARR

Honorable Mention

JOHN LAFFERTY BAUGHMAN

GARABED THOMAS PUSHMAN

HORATIO SEYMOUR JONES

EMIL HINSHAW BILHARZ

For Excellence in Chemistry

ROY ZIOCK

Honorable Mention

FRANK DOHN RUDOLPH

For Excellence in Physiology

JAMES WESLEY MCAFEE

Honorable Mention

WILLIAM PHELPS KIMBALL

For Excellence in Physiography

ROBERT ATKINSON CANON

Honorable Mention

JAMES WESLEY MCAFEE

For Excellence in Spanish

HAROLD LITTLETON HEINE

MILTON TRACY CLOW

FRANK KARL PAGENKOPF

Honorable Mention

EDWIN CHRISTIAN MACK

For Excellence in Commercial Geography

ROY ZIOCK

Honorable Mention

PERCIVAL RUSSELL BELLROSE

For Excellence in Advanced Arithmetic

JOHN TINCHER, III

HONOR ROLLS

High Honor Roll
(Above 85)
None

Second Honor Roll
(80-85)

WILLIAM PITT BUTLER, JR.

GARNER CECIL PARR

Third Honor Roll
(73-80)

SPERRY BUTLER

MILTON TRACY CLOW

HOWARD POWELL TRAVIS

GARABED THOMAS PUSHMAN

FRANK KARL PAGENKOPF

THOMAS HALL PUSHMAN

WILLIAM PHELPS KIMBALL

ROBERT MONTGOMERY BAHNSEN

JAMES WESLEY McAFEE

ROY ZIOCK

ROSCOE GRIMM

JOHN TINCHER, III

MINIER SARGENT

CHARLES HERBERT MOORE

EDWIN CHRISTIAN MACK

DIPLOMAS AWARDED, 1921

FLOYD DONALD BATEMAN

JAMES LYMAN LACEY

JOHN LAFFERTY BAUGHMAN

JAMES PATON LEETE

ALBERT TENNYSON CANDY, JR.

JAMES WESLEY McAFEE

MILTON TRACY CLOW

RICHARD KENNETH McMULLEN

HARRY CAMERON COOK

MALCOLM PALMER MOUAT

JAMES LOWELL COOK, JR.

HERBERT CONANT NICHOLLS

WILLIAM BREWSTER DAVIS

FRANK KARL PAGENKOPF

JAMES GEORGE EHRLICHER

GARNER CECIL PARR

EUGENE MANNING FLUES

CARL SEWARD REED

LAWRENCE ARTHUR FREEMAN

FRANK DOHN RUDOLPH

DAVID MOWAT GORDON

AUGUSTUS CHARLES THOMPSON

HERBERT KOPF

ROY ZIOCK

Students

FIRST CLASS

ALLAN ELLIOTT ANDERSON	ST. LOUIS, MISSOURI
EUGENE JAMES BUCHANAN	MUSKOGEE, OKLAHOMA
HORACE ADELBERT CROWDEN	OTTAWA, ILLINOIS
JOHN ROBINSON DICKEY	CHICAGO, ILLINOIS
ELMER ALBERT DREWES	CHICAGO, ILLINOIS
STEVEN CHARLES FERGUSON	CHICAGO, ILLINOIS
ALFRED EDGAR FORREST	CHICAGO, ILLINOIS
MONTROSE CHANDLER GRAHAM	HIGHLAND PARK, ILLINOIS
WILLIAM CHARLES DUSTIN GRANNIS	LAKE FOREST, ILLINOIS
CLYDE ERSKINE GRAY	CHICAGO, ILLINOIS
FRANK EDWARD HARMON	CHICAGO, ILLINOIS
BARTON HEPBURN	MINNEAPOLIS, MINNESOTA
JOHN WILLIAM HUHNKE	LAKE FOREST, ILLINOIS
GILBERT AXEL JOHNSON	CHICAGO, ILLINOIS
ALFRED WESLEY MAGNUSON	BERWYN, ILLINOIS
GEORGE WINTON MAIN	UPPER SANDUSKY, OHIO
RICHARD WHITE MILLER	FAYETTEVILLE, ARKANSAS
SAMUEL FINLEY BROWN MORSE	LAKE FOREST, ILLINOIS
DONALD RODERICK McLENNAN, JR.	LAKE FOREST, ILLINOIS
NORMAN BRIDGE ROBERG	CHICAGO, ILLINOIS
RICHARD HAAS SHAFFNER	CHICAGO, ILLINOIS
COLIN McKENZIE TENNANT, JR.	EVANSTON, ILLINOIS
LEWIS HENRY THACKER	BEMIDJI, MINNESOTA
BEACH WARREN	CHICAGO, ILLINOIS
JOSEPH STANLEY WEIL	CHICAGO, ILLINOIS

LOWER MIDDLE CLASS

HERBERT FRED ANDRESEN	CHICAGO, ILLINOIS
LEON BIX BEIDERBECKE	DAVENPORT, IOWA
WILLIAM HENRY BULLAMORE	KENOSHA, WISCONSIN
LOUIS ALAMETH BURKHALTER	CORINTH, MISSISSIPPI
FREDERIC WEBSTER CASE	CHICAGO, ILLINOIS
RICHARD JOHN CODY, JR.	EVANSTON, ILLINOIS
JOHN REGINALD CONNOR	DANVILLE, ILLINOIS
THOMAS BLEE COOKE	CHICAGO, ILLINOIS
ARTHUR FUNK	BLOOMINGTON, ILLINOIS
HAROLD GIFFORD, JR.	OMAHA, NEBRASKA
JOHN ALEXANDER GRAYDON, JR.	DES MOINES, IOWA
SAMUEL DANA GROSS	CHICAGO, ILLINOIS
WILLIAM BREWSTER HART	CHICAGO, ILLINOIS
WILLIAM ARTHUR HAYSSSEN	SHEBOYGAN, WISCONSIN
DANIEL HEATON	YANKTON, SOUTH DAKOTA
MITCHELL BARRETT HOWE	OAK PARK, ILLINOIS
EDWARD MARSH JOHNSTON	CHICAGO, ILLINOIS
HENRY WILLIAM KNOCHE	ONARGA, ILLINOIS
ALFRED FRANKLIN MONTELIUS	PIPER CITY, ILLINOIS
RICHARD REX PARKIN	HIGHLAND PARK, ILLINOIS
ROBERT SKIRVING PIRIE	LAKE FOREST, ILLINOIS

LOWER MIDDLE CLASS—Continued

GARABED THOMAS PUSHMAN
 THOMAS HALL PUSHMAN
 MORRIS HERBERT RISING
 DAVID KIDDER RUSSELL
 MINIER SARGENT
 EDWARD ALLEN SMITH, JR.
 HOWARD OTIS STRAHAN
 ERNST HENRY THIESEN
 JOHN TINCHER, III
 HERBERT MELVIN WERTZ

LAKE FOREST, ILLINOIS
 LAKE FOREST, ILLINOIS
 CHICAGO, ILLINOIS
 LITTLE ROCK, ARKANSAS
 CHICAGO, ILLINOIS
 MORRISON, ILLINOIS
 MALVERN, IOWA
 CHICAGO, ILLINOIS
 DANVILLE, ILLINOIS
 BRYAN, OHIO

UPPER MIDDLE CLASS

ALBERT DAVID ANNIS, JR.
 ROBERT MONTGOMERY BAHNSEN
 ROBERT KIRKWOOD BELT
 ROBERT WILMARTH BLISS
 WILLIAM GRAFFEN BLOOD, JR.
 RICHARD FRANKLIN BOND
 WILBERT GEORGE BORGSCHULZE
 ROBERT ATKINSON CANON
 SAMUEL RUSSELL CANON
 NELSON JOHN CONWAY
 ROY JERROLD COVERT
 HOWARD WAKEFIELD CROWDEN
 JOHN RUSSELL DOOLITTLE
 OLIVER MARSHALL EVANS
 JACK DANA FENLASON
 ROBERT EDWARD FERGUSON
 EUSEBIUS CARL GARTON
 FRANK EVANS GEORGE
 GERALD ALBERT GIBBS
 RICHARD IRVING GRAY
 ROSCOE GRIMM
 BYRON SCHERMERHORN HARVEY, JR.
 WARREN HASTINGS
 HORATIO SEYMOUR JONES
 DAVID KIDD
 WILLIAM PHELPS KIMBALL
 THOMAS ROSS LANSING
 KENNETH DURWARD LIPE
 ELLIS HARRINGTON LYONS
 JULIAN MERIGOLD
 CHARLES ALBERT MIDDLETON
 CHARLES HERBERT MOORE
 LAURENCE MOSES MOORE
 EDWARD FRANCIS McCABE
 JAMES McCREADY PATTERSON
 JOHN WATSON PATTERSON

COUNCIL BLUFFS, IOWA
 ROCK ISLAND, ILLINOIS
 WILMETTE, ILLINOIS
 JANESVILLE, WISCONSIN
 KEOKUK, IOWA
 ESPANOLA, NEW MEXICO
 EVANSVILLE, INDIANA
 CHICAGO, ILLINOIS
 CHICAGO, ILLINOIS
 OTTAWA, ILLINOIS
 BILLINGS, MONTANA
 OTTAWA, ILLINOIS
 CHICAGO, ILLINOIS
 ESSEX FELS, NEW JERSEY
 ROCKY FORD, COLORADO
 CHICAGO, ILLINOIS
 SHEBOYGAN, WISCONSIN
 CONCORD, NEW HAMPSHIRE
 ALTON, IOWA
 DECATUR, ILLINOIS
 JEFFERSON, WISCONSIN
 LAKE FOREST, ILLINOIS
 STAMFORD, TEXAS
 HIGHLAND PARK, ILLINOIS
 CASPER, WYOMING
 DAVENPORT, IOWA
 CHICAGO, ILLINOIS
 DECATUR, ILLINOIS
 LA CROSSE, WISCONSIN
 GREEN LAKE, WISCONSIN
 ABERDEEN, WASHINGTON
 LAKE FOREST, ILLINOIS
 BENTON, ILLINOIS
 CHICAGO, ILLINOIS
 PUTNEY, GEORGIA
 PUTNEY, GEORGIA

UPPER MIDDLE CLASS—Continued

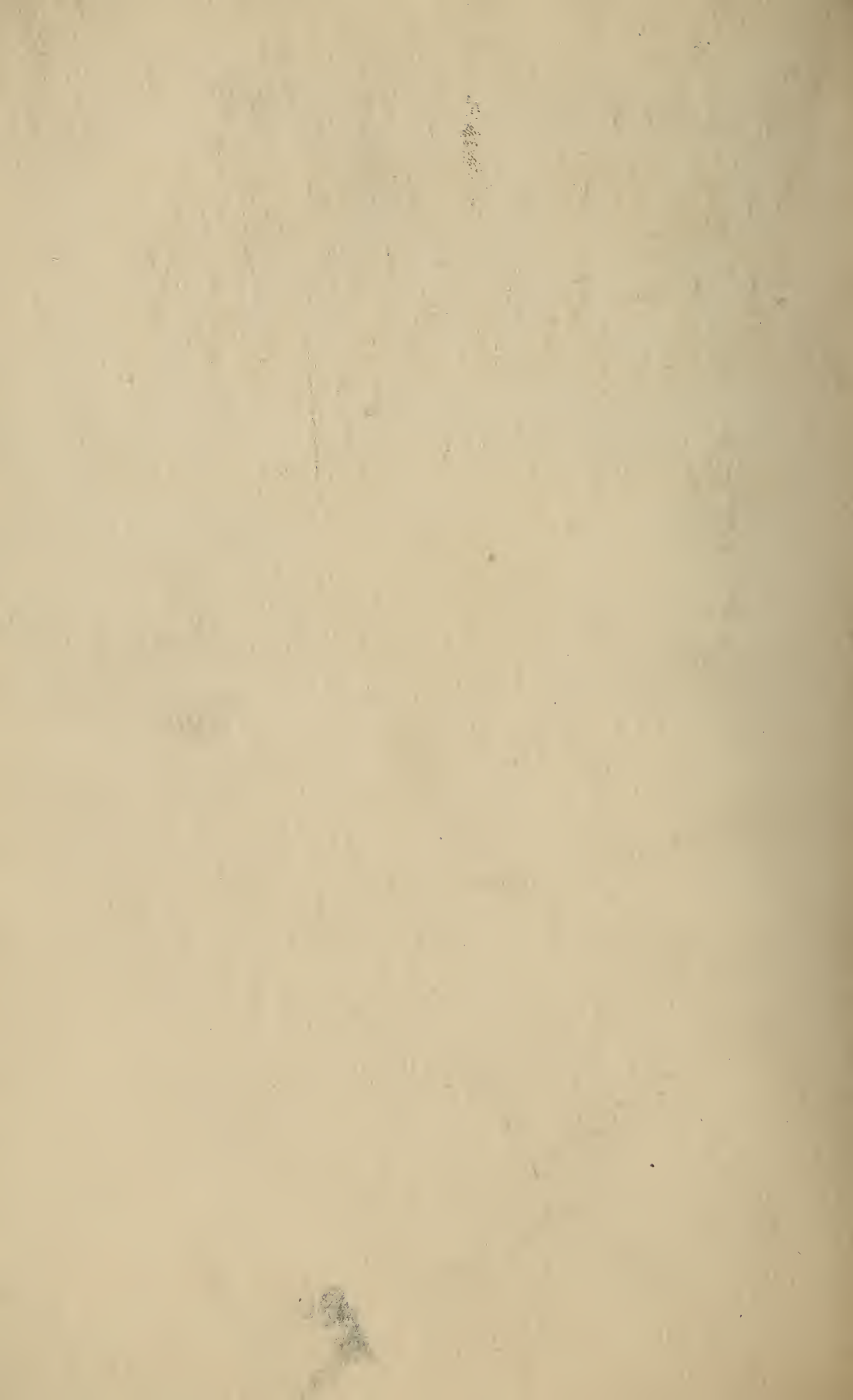
HARLEY CHARLES PEARCE
 EARLE FRANKLIN PERKINS
 OSCAR THEODORE ROBERG, JR.
 GEORGE ANDREWS ROCKWELL
 VICTOR FRANK ROHRBACK
 EDWARDS STARK SMITH
 HARRY EVAN STAMPER
 HOWARD POWELL TRAVIS
 DON STEPHENSON URQUHART
 FREDERICK BOEHLAND WAGNER
 ROBERT CHARLES WALLACE
 WALTER EARNEST WELGE
 JOSEPH GIBSON WHITEHILL
 WARREN WILCOX

HILLSBORO, OHIO
 EASTLAND, TEXAS
 CHICAGO, ILLINOIS
 OSHKOSH, WISCONSIN
 MONTECITO VALLEY, CALIFORNIA
 MILWAUKEE, WISCONSIN
 BENTON, ILLINOIS
 INDIANAPOLIS, INDIANA
 GRAND RAPIDS, MICHIGAN
 STERLING, ILLINOIS
 CHICAGO, ILLINOIS
 EVANSTON, ILLINOIS
 MARSHALLTOWN, IOWA
 CHICAGO, ILLINOIS

SENIOR CLASS

GORDON ALLER
 EMIL HINSHAW BILHARZ
 ANTON FRANK BROTZ, JR.
 LELAND CROWL BURCHELL
 SPERRY BUTLER
 WILLIAM PITT BUTLER, JR.
 EDWARD JEFFRESS CHAFFIN
 RUSSELL BREWER COLEMAN
 GILMORE FLUES
 MAURICE FRUMP
 DAVID MOWAT GORDON
 DONALD ALEXANDER GORDON
 WILLIAM FLETCHER HALL
 WILLIAM HUSE HEDGES
 HAROLD LITTLETON HEINE
 JAMES LAUNCELOT KNIPE
 ERNEST GOODWIN LOCKER
 WILLIAM JOHN LONNQUIST
 EDWIN CHRISTIAN MACK
 EDWARD CURTIS McCLINTOCK
 RICHARD KENNETH McMULLEN
 EUGENE MELVIN PATTISON
 CHARLES KERNS ROGERS
 WALTER WHITMAN STEBBINS
 SAMUEL SIDNEY STEWART, JR.
 JOHN PRESTON STRAIGHT
 EDWARD MORGAN THOMAS
 JACKSON HOBART TUCKER
 DANIEL EDWARD WAGNER
 DONALD BURROUGHS WARNOCK
 HYMAN ERWIN WINE

JANESVILLE, WISCONSIN
 AUDUBON, IOWA
 KOHLER, WISCONSIN
 ERIE, ILLINOIS
 HUBBARD WOODS, ILLINOIS
 CHICAGO, ILLINOIS
 CHICAGO, ILLINOIS
 JANESVILLE, WISCONSIN
 TOLEDO, OHIO
 HILLSBORO, OHIO
 BUENOS AIRES, ARGENTINE, S. A.
 LA CROSSE, WISCONSIN
 FORT WAYNE, INDIANA
 WEBSTER GROVES, MISSOURI
 FORT WAYNE, INDIANA
 OLNEY, ILLINOIS
 DULUTH, MINNESOTA
 CHICAGO, ILLINOIS
 CHICAGO, ILLINOIS
 BARTLESVILLE, OKLAHOMA
 DALHART, TEXAS
 WILMETTE, ILLINOIS
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